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Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

PREFACE

We proudly present the *Journal of English Language and Education (JELE)* Vol.1, No.2 which is presented for practitioners and researchers in accommodating their findings of research. By sharing the idea through this journal, it is expected that issues dealing with the English language and teaching can be overcome as it can be a reference to conduct a new research in the future.

This journal comprises seven articles concerning on linguistics and English language teaching. They are categorized into discourse analysis, syllabus design and techniques to teach English that aim to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the ideas towards the content of this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, December 2015

Editor

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**The Use of Recast in Teaching of Grammar
for High and Low Achievers
(The Case of Spoken Use of English by the Tenth Graders of
Nahdhatul Ulama Vocational High School of Ungaran**

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Abstract

The goals of this study were (1) to find out the effectiveness of recast in teaching of grammar for high achievers, (2) to find out the effectiveness of recast in teaching of grammar for low achievers, (3) to find out the effectiveness of clarification request in teaching of grammar for high achievers, (4) to find out the effectiveness of clarification request in teaching of grammar for low achievers, (5) to find out the difference of grammar of high and low achievers taught using recast, (6) to find out the difference of grammar of high and low achievers taught using clarification request, and the last (7) to explain to what extent the interaction of teaching strategy (recast and clarification request) and the influence of students' achievements (high and low) to the students' grammar at the tenth grade of SMK NU Ungaran is. This research applies a quantitative method with a factorial design. The experiment class was treated by using recast, while the control class was treated by using clarification request. The studied subjects were 48 students of grade ten of *Nahdhatul Ulama* vocational high school of Ungaran which consists of 24 students of an experiment class and 24 students of a control class. The results of the research revealed (1) recast is effective to teach grammar for high achievers, (2) recast is effective to teach grammar for low achievers, (3) clarification request is effective to teach grammar for high achievers, (4) clarification request is not effective to teach grammar for low achievers, (5) there is no significant difference between high and low achievers on grammar taught by using recast, (6) there is significant difference between high and low achievers on grammar taught by using clarification request, (7) there is significant interaction of teaching strategy (recast and clarification request) and types of students of achievement (high and low) to the students' grammar at the tenth grade of *Nahdhatul Ulama* vocational high school of Ungaran.

Keywords : *Achievement, Grammar, Recast*

INTRODUCTION

Grammar in vocational high school becomes the greater part of material received by the students. It is mentioned in syllabus that explaining activity in present, past, future, and

expressing something based on formula are the standard competency in vocational high school. Those are needed to achieve some basic competencies. To achieve those competencies, it is needed to master grammar such as using correct

grammatical of tense, conditional sentence, reported speech, preposition, etc. Students face difficulty in applying correct grammar either written or spoken.

In spoken process, students have no time to edit or correct errors made by themselves. So, teacher is not only required to instruct students some rules to follow but also guide them to have correct grammar. In guiding the students, teacher may use comments or corrections. In spoken use, the students tend to make errors or incorrect utterances in applying the formula of some tenses. For example in simple past tense, the students often make error in using simple past of verb. The student's error should be corrected in order to avoid the next error.

For teachers, feedback may facilitate assessments towards student's progress. Given that feedback may facilitate students' toward their progress, some researchers show how feedback gives contribution to students' grammar in spoken use. Research conducted by Chu (2011) showed corrective feedback has a positive effect on improving oral English accuracy.

Corrective feedback is a response which is given to learner whose utterances contain an error (Tarone, Bigelow, & Hansen, 2009: 28). The erroneous of utterances could be inappropriate grammatical, phonology, vocabulary, etc. There are several types of corrective feedback. Lyster & Ranta (1997: 46) classified there are six types of corrective feedback; explicit correction, recast, clarification request, elicitation, metalinguistic feedback, and repetition. From those types of corrective feedback, recast become the most used type of corrective feedback.

Recast is one of corrective strategies that teachers employ to deal with learner errors (Ellis & Sheen, 2006: 576). Recasts such as this one have great appeal as correction strategies because they are minimally intrusive and occur within meaning-focused activities (Doughty, 2001). The situations above have led the researcher's interest to investigate the use of recast in teaching of grammar at *Nahdlatul Ulama* vocational high school of Ungaran.

Related to the background above, the researcher formulated the research problem as follows:

- (1) How effective is using recast to teach grammar for high achievers?
- (2) How effective is using recast to teach grammar for low achievers?
- (3) How effective is using clarification request to teach grammar for high achievers?
- (4) How effective is using clarification request to teach grammar for low achievers?
- (5) How significant is the difference between high achievers' grammar and low achievers' grammar taught using recast?
- (6) How significant is the difference between high achievers' grammar and low achievers' grammar taught clarification request?
- (7) How significant is the interaction between teaching strategy (recast and clarification request) and students' achievement (high and low) to the student's grammar at the tenth grade of *Nahdlatul Ulama* vocational high school of Ungaran?

Present Continuous Tense

Present continuous is formed by adding “ing” (present participle) to the base form and using it with the verb “to be” (Harmer, 1998: 40). It must always refer to the present. It

describes an ongoing action that is happening at the same time the statement is written or spoken.

The structure of the present continuous tense is:

Subject + Auxiliary Verb +Verb-ing
(be) (base+ ing)

From the figure above, it can be shown that present continuous tense is formed by using am/is/are with the verb form ending in -ing.

Corrective Feedback

Corrective feedback is any indication to the learners that their use of the target language is incorrect (Lightbown and Spada, 1999: 171-172). The learners receive various responses. For example, When a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. In addition, Celce-Murcia (2001: 40) pointed out that students need feedback to differentiate between acceptable and unacceptable target

language use. In giving feedback, teachers can signal the occurrences of an error, get the learners to self-corrected, and drill of correct forms.

Corrective feedback is a response to learners' utterances that contain an error (Tarone, Bigelow, and Hansen, 2009: 28). When a learner produces an error, teacher may correct the utterance of the learner.

Types of Corrective Feedback

There some types of corrective feedback. Lyster&Ranta (1997) put forward six types of corrective feedback. The six types are:

- 1) Negative explicit feedback: teachers supply the correct form and clearly indicate that what the students say is incorrect.

For example : Student: he *take* the bus to go to school.

Teacher: oh, you should say he takes. He takes the bus to go to school

- 2) Recast : teacher implicitly reformulates all or part of the student's utterance.

For example : Student: he *take* the bus to go to school.

Teacher: He takes the bus to go to school.

- 3) Elicitation: teacher directly elicits asking questions or by pausing to allow students to complete teacher's utterance, or asking students to reformulate their utterance.

For example : Student: he *take* the bus to go to school.

Teacher: he?

Teacher: how do we form the third person singular form in English?

Teacher: can you correct that?

- 4) Metalinguistic feedback: to the well-formed of the student's utterance.

For example : Student: he *take* the bus to go to school.

Teacher: do we say he take?

Teacher: How do we say when it forms the third person singular form?

- 5) Clarification request: teacher's request for further information from a student about a previous utterance.

For example : Student: he *take* the bus to go to school.

Teacher: What do you mean by *take*?

- 6) Repetition: teacher repeats the student's ill-formed utterance,

adjusting intonation to highlight the error.

For example : Student: he *take* the bus to go to school.

Teacher: he take?

Recast

Recasts involve the teacher's reformulation of all or part of a student's utterance minus the error (Lyster and Ranta, 1997: 46). Meanwhile Tarone, Bigelow, and Hansen (2009: 29) defined recast is as immediate correct reformulation of a second language learners' erroneous utterance.

Tarone, Bigelow, and Hansen (2009: 28) suggested when a learner produces an erroneous second language form, for instance "what color it is?", a teacher may correct the utterances by using recast. Teacher gives feedback to the utterance directly to correct an error of form; that is "what color is it?". It can help students to reduce erroneous in producing utterance.

METHODS

Research Design

In designing this experiment, I used factorial design. It had two or more

independent variables acting on the dependent variable (Cohen, 2007:280).

Population and Samples

Population of the study was the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran in academic year 2012/2013 which consisted of 354 students.

Samples of this research were two classes. The sample was taken by using stage techniques sampling. According to Cohen (2000: 101) Stage sampling involves selecting the sample in stages, which is, taking samples from samples. In this study, the samples were X-8 and X-9 that consisted of 36 students in both classes. In finding the subject of the study, I took the data from students' learning achievement report of odd semester to get high and low achievers before they were treated by recast for experimental group and clarification request for the control group.

Instruments

To collect data, I used a test, a set of questionnaires, and observation along teaching and learning process as instrument in this research. The test

was the instrument used in preliminary research and the end of the research. Meanwhile a set of questionnaires and observation were used for getting information in the preliminary research. A set of questionnaires was used to know the condition of the students before treatment. It was supported by observation. The observation was used to know how the teacher carried out teaching learning process and the students' activities in the classroom.

The test was conducted to evaluate the students' ability of grammar in spoken English. To get the data, I used the instrument of oral test to evaluate the students' ability of grammar which was recorded by an audio-recorder that could be used to assess the utterances produced during test. 20 pictures were selected. Each

pictures followed by 20 questions given orally. The test lasted for around 8 minutes for each participant. Students got same type of test in the beginning (pre test) and the end (post test).

FINDINGS AND DISCUSSION

After gaining the data is normality and homogeneity, I tested the hypothesis proposed. In order to be able to test the hypothesis, I carried out ANOVA which was to know the whole result and paired sample t-test to see the detail of research hypothesis.

Null hypothesis 1: There is no significant effectiveness of using recast to the high achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran.

Table 1. Paired Samples Test of the First Hypothesis

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Post-test (Experiment-high) - Pre-test (Experiment-high)	1.46667E1	7.30297	2.10819	10.02658	19.30675	6.957	11	.000

The paired sample test as shown as table above indicates that t-value is $6.957 > t\text{-table } 2.201$, $\alpha = .000 < \alpha (0.05)$. The pretest and posttest score are significantly different. It can be concluded that using recast to teach grammar in spoken use for high

achievers is effective. It means the null hypothesis 1 is rejected.

Null hypothesis 2: There is no significant effectiveness of using recast to the low achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran.

Table 2. Paired Samples Test of the Second Hypothesis

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2- tailed)
Pair 2	Post-test (Experiment-low) - Pre-test (Experiment-low)	1.13333E1	10.17424	2.93705	4.86893	17.79774	3.859	11	.003

The paired sample test as shown as table above indicates that that t-value is $3.859 > t\text{-table } 2.201$, $\alpha = .000 < \alpha (0.05)$. The pretest and posttest score are significantly different. It can be concluded that using recast to teach grammar in spoken use for low achievers is

effective. It means the null hypothesis 2 is rejected.

Null hypothesis 3: There is no significant effectiveness of using clarification request to the high achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran.

Table 3. Paired Samples Test of the Third Hypothesis

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2- tailed)
Pair 3	Post-test (Control-high) - Pre-test (Control- high)	1.45000E1	6.27404	1.81116	10.51366	18.48634	8.006	11	.000

The paired sample test as shown as table above indicates that that t-value is $8.006 > t\text{-table } 2.201$, $\alpha = .000 < \alpha (0.05)$. The pretest and posttest score are significantly different. It can be concluded that using clarification request to teach grammar in spoken use for high

achievers is effective. It means the null hypothesis 3 is rejected.

Null hypothesis 4: There is no significant effectiveness of using clarification request to the low achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran.

Table 4. Paired Samples Test of the Fourth Hypothesis

		Paired Differences					T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 4	Post-test (Control-low) - Pre-test (Control-low)	-2.50000	4.35890	1.25831	-5.26951	.26951	-1.987	11	.072

The paired sample test as shown as table above indicates that t-value is $-1.987 < t\text{-table } 2.201$, $\alpha = .000 < \alpha (0.05)$. The pretest and posttest score are not significantly different. It can be concluded that using clarification request to teach grammar in spoken use for low achievers is not effective. It means the null hypothesis 4 is accepted.

Null hypothesis 5: there is no significant difference of using recast to the high and low achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high

school of Ungaran. The data shown on table below found that there is no significant difference of using recast, which was implemented for high 0.5214 and low achievers (0.2645) of grammar in spoken use of English taught using recast as shown in the same column. It means the null hypothesis 5 is accepted.

Tukey test is used to determine which mean or group of means are significantly different from the others. Based on the table of Tukey Test, the group which is different is low achievers of control group.

Table 5. Tukey Test Gain

Tukey HSD			
Groups-achievement	N	Subset for alpha = 0.05	
		1	2
Control-low	12	-.1133	
Experiment-low	12		.2645
Experiment-high	12		.5214
Control-high	12		.5268
Sig.		1.000	.168

Means for groups in homogeneous subsets are displayed.

Tukey test is used to determine which mean or group of means are significantly different from the others. Based on the table of Tukey Test, the group which is different is low achievers of control group.

Null hypothesis 6: there is no significant difference of using clarification request to the high and low achievers in grammar at the tenth grade students of *Nahdlatul Ulama* vocational high school of Ungaran. The data shown on table above found that there is significant difference of using clarification request, which was implemented for high (0.5268) and low achievers (-0.1133) of grammar taught by using clarification request as shown as shown in the different column. It means the null hypothesis 6 is rejected.

Null hypothesis 7: there is no

significant interaction of teaching strategy (recast and clarification request) and types of students of achievement (high and low) to the students' grammar at the tenth grade of *Nahdlatul Ulama* vocational high school of Ungaran.

From data analysis, it was found that there is significant interaction of teaching strategy (recast and clarification request) and result of students of achievement (high and low). It was shown $F\text{-value} = 4.467 > F\text{-table} = 4.061$ with the significance level of 0.05. So it means that the null hypothesis 7 is rejected.

CONCLUSION AND SUGGESTION

Based on the results of the research, it is revealed that (1) recast is effective to teach grammar for high

achievers,(2) recast is effective to teach grammar for low achievers, (3) clarification request is effective to teach grammar for high achievers,(4) clarification request is not effective to teach grammar for low achievers, (5) there is no significant difference between high and low achievers on grammar taught by using recast, (6) there is significant difference between high and low achievers on grammar taught by using clarification request, (7) there is significant interaction of teaching strategy (recast and clarification request) and types of students of achievement (high and low) to the students' grammar at the tenth grade of *Nahdhatul Ulama* vocational high school of Ungaran. In general, it can be said that the use of recast is effective to teach grammar for low and high achievers. Teachers can utilize it in their teaching performance without mentioning the students' errors instead of stimulating the students' thought towards the utterances they produce.

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PROJECT-BASED COLLABORATIVE WRITING IN TEACHING GRAMMAR FOR STUDENTS WITH HIGH AND LOW MOTIVATION

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ABSTRACT

Although the body of literature has been supporting the use of Project-Based Collaborative Writing (PBCW) to teach grammar, there is still huge urgency to measure its effectiveness for language learners with different motivation. This study aims to investigate the effectiveness of PBCW, the effect of motivation in teaching grammar for ten graders, and the interaction among techniques, motivation, and students' grammar. The study employed a 2X2 factorial research design involving 48 students in two experimental groups and two control groups. The samples were divided into students with high and low motivation group. The data were collected by using pretest and posttest techniques. Statistical Package for Social Sciences (SPSS) was used for analyzing the data. The result shows that project-based collaborative writing and collaborative learning techniques are more effective to be used to teach grammar for students with high motivation as compared to students with low motivation. The result also reveals that motivation does not really affect the students' grammar performance. However, there is still different improvement between students with low and high motivation in their grammatical accuracy. Lastly, the analysis of variance shows that there is no interaction among students' motivation, techniques, and students' grammar with the level of significance at 0.934. The study suggests that teachers must be able to consider the presence of both variables in teaching and learning, especially to teach grammatical accuracy.

Keywords : *Project-based collaborative learning (PBCW), collaborative learning, high and low motivation, grammar*

INTRODUCTION

The body of literature has been suggesting that in learning language, students must not only learn the knowledge by memorizing it but they must also construct the knowledge through several inquiry steps namely observing, questioning, experimenting, associating,

networking/ communicating (Pusat Kurikulum, 2013). There have been many studies to support evidence that students who are able to construct language through inquiries steps are those who succeed more academically, especially in learning language.

In Indonesia, English language learners are mostly prone to grammatical inaccuracy. There are

several factors which cause the barrier of learning English. One of them is because the grammatical rules in *Bahasa* Indonesia are different to English. Therefore, English language learners in Indonesia must struggle to understand the basic concept of grammatical features such as the use of tenses, preposition, pronoun, etc. Language learners specifically show such challenge in their writing assignment.

Teaching grammatical accuracy, especially in writing, therefore is challenging for teachers. According to Robb, Ross, and Shortreed (1986), there are several factors limiting a language learner in improving their writing skill. One of the factors is lack of confidence to produce language output especially in a written form. Besides, a limited language exposure and writing task difficulty are among those limiting factors.

Responding to the problems, several experts have suggested a solution through the implementation of group work activity (Storch, 2005; Skehan, 2009; Dobao, 2012). The approach is believed to be effective to improve students' writing skill. A

study in Indonesia conducted by Ivone (2005) is in favor with the body of literature supporting the collaborative approach. The study reveals that a better writing composition can be achieved through collaboration activities among students.

Therefore, more studies on collaborative learning in foreign language setting are needed. In particular, there is an urgent call for this research to be conducted for students in tenth grade. The grade mainly consists of students from 14-15 years old and is an important stage for a language learner. In this stage, students are considered as an intermediate language learner (Lightbown & Spada, 2006). In Indonesian context, the tenth grade is where students learn more sophisticated structure and grammatical rules, especially in writing. More importantly, one conventional teaching technique like an individual writing task does not seem to give significant improvement on students' writing skills. According to the researcher's observation, most of students encounter such a hard time in this stage because the writing material transcends to be much more

difficult as compared to their junior high school level.

Although it seems that some studies have advocated strong support toward the effectiveness of project-based collaborative learning in improving students' writing skill especially for their grammatical accuracy, there is still a need to examine the topic in foreign language domain. A further inquiry to address is whether or not project-based learning in writing class is better than collaborative learning itself for the different students with different learning motivation. The previous studies from some project-based learning and collaborative learning have not really touched the possibility of other variables that might affect learning process like motivation factor. A highly-motivated student might be different in taking their learning process as compared to a low-motivated student.

By discussing the project-based learning, the researcher attempts to answer the following research questions: 1) how is the effectiveness of the project-based learning in teaching grammar for the students with high and low motivation? 2)

how is the effectiveness of the collaborative learning in teaching grammar for the students with high and low motivation? 3) how is the effect of motivation for students' grammatical accuracy in a class using project-based learning and collaborative learning? 4) is there any interaction among students' motivation, techniques, and students' grammar?

Literature Review

A study called "*cooperative and collaborative learning strategies for content-area teachers*" by George and Dale (1990) confirms that the collaborative technique can improve a student's academic performance. This study also reveals that collaborative project can help students to comprehend the material better because collaborative technique provide friendlier environment for the students to learn.

Supporting the previous findings, Storch and Wigglesworth (2010) in their study "*What role for collaboration in writing and writing feedback*" once again confirm that the collaboration technique would significantly help the learning process.

In addition, Shehadeh (2011) examines the effectiveness of collaboration-based approach in the language teaching. The study is very important as it provides the proof that the collaborative approach is also positively working for a foreign language settings. Shepperd (1998) reveals that the use of project-based learning and collaborative works have positive influence on students' acquisition of critical thinking. The support of the use of the project-based learning is even stronger. A study namely "*Project OMEGA: A Winning Approach for At-risk Teens* by Ljung and Blackwell (1996) reveals that project based learning helps the students to enhance their academic performance.

According to some experts, collaborative learning itself can be defined as a learning approach where learners can work as a group to solve a particular academic task (Slavin, 1990; Gillies, 2006). This approach enables the learners to build an interaction among students and increase their confidence because they can engage in a learning process actively with their peers. Collaborative learning is stemmed from the

assumption that language learners are 'the creators of that language' themselves (Brown, 2001). Under this conception, language learners are the one who have the individual intrinsic motives to develop a writing composition in collaboration with other individuals as part of their social communication.

When language learners are allowed to actively use the language in some collaborative tasks, they can achieve better comprehension. Swain (2001) explains that the collaborative tasks are communicative tasks in the sense that they involve the learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on the meaning rather than the form.

Project based collaborative writing is a technique of learning where some learners will work in group to organize their learning around some projects for their writing class (Thomas & Mergendoller, 2000). The projects are designed to activate students' higher thinking skill. The role of students is central in project-based collaborative writing as they are expected to learn from autonomous

learning process. The project based learning stimulates the students to engage more in synthesizing, forecasting, producing, evaluating, and reflecting process. Additionally, project-based collaborative writing is also effective in improving students' social participation behavior (working together, initiating, managing, intergroup awareness, and inter-group initiating). Further, Shepperd (1998) also finds that the use of project-based collaborative writing and collaborative works have positive influence on students' acquisition of critical thinking.

In regard to language learning, one of the most important aspects is grammar. Grammar can be defined as a structural regulation of language (DeKeyser, 1995). Most experts believe that grammar is the heart of language teaching and assessment. Therefore, teaching the accurate and correct grammar is central to language learning. Accuracy deals with the correct form of grammar which a language learner composes. Grammatical accuracy also relates to whether a language learner uses an appropriate context for the expected text type of their writing (Storch,

2005; Skehan, 2009). Therefore, grammatical accuracy means the use of correct and accurate grammatical rule in the target language production.

Grammatical accuracy can be also defined as the appropriate use of grammar in a students' composition. Grammatical accuracy is measured by seeing the proportion of error-free sentences of all sentences. However, such measure will not distinguish between types and severities of errors. The errors include syntactical (errors in word order, missing elements) and morphological (verb tense, subject-verb agreement, errors in use of articles and prepositions, errors in word forms).

Beside grammar, another aspect to consider in learning language is motivation. A lot of research in a natural language setting has shown the positive correlation between a student motivation and their language attainment on students (Pintrich & Groot, 1990; Schunk, 1991; Skinner & Belmont, 1993). According to Schunk (1991), motivation is the power of learning activator from a learner. The power and effort include the ability to arrange any necessary preparation to achieve certain academic purpose.

Winkel (2006) explains that motivation is categorized into two domains, namely internal and external motivation. Both motivations are essential for language learners. Motivation also refers to the level of self-engagement that students own toward their academic performance.

METHODS

This study employed experimental research using 2 X 2 factorial design to investigate the effect of the project-based collaborative writing technique for students with high and low motivation students toward their grammatical accuracy in writing. The population of the study was the tenth grader students of SMA N 1 Bangsri in the academic year of 2013/2014. The school is located in Jepara, Central Java, Indonesia. Two English intensive classes participated in this study: XI MIA 3 and XI MIA 4 with 48. All students who were enrolled in this class were considered as the intermediate English learners. There was an English entrance test in the beginning of the academic year in that school and the students in both classes

were qualified.

The instrument of data collection included pretest and post-test, questionnaire, students' writing project, and field notes. The questionnaire the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich & Groot (1990) was used to determine students' level of motivation. All instruments were discussed with the educational experts before being used to collect the data. The experts, who then validated the instruments, were two English Professors at Semarang State University and also an English teacher in SMA N 1 Bangsri. In order to minimize the human error, biased judgment, and subjectivity, the researcher implanted inter-rater reliability.

FINDINGS AND DISCUSSION

The implementation of project-based collaborative writing technique in this study was started by instructing the students to make a group of five in every meeting. However, before the students did the project, researcher asked the students to discuss some topics or watch videos

as the ice breaking activities. The projects required the students to work collaboratively in doing one particular project. The topics and projects in each meeting were different. At the end of each meeting, the students were asked to give feedback for the other groups dealing with the story and also their grammatical accuracy.

Project-Based Learning in Experimental Group

The icebreaking activities were given before implementing the project-based collaborative writing. The examples of the icebreaking topics were “the best book you have ever read” and “the best gift you gave ever got”. The ice breaking activities were particularly aimed to activate the students’ background knowledge before the technique was implemented. Besides, the students had opportunity to interact with their members of group.

After the icebreaking activity, researcher instructed the students to make a group of five. In the experimental group, the students were asked to do some projects in each meeting. The projects required the students to work collaboratively to do

one particular project. The students had to work in a group that they called a “project group”. Then, researcher assigned them to discuss the goal of mission each day. The project topics used mainly involved the art and collaborative writing. For example, the students were asked to compose a group text at the end of each meeting.

Each student within the group had to be responsible for one particular grammar aspect in their writing. The students received information from the researcher about the use of verb tenses, prepositions, articles, and pronouns.

Researcher who served as teacher, asked each student to master one grammar aspect in each group with the help of researcher. A student with specific expertise had to give comment and provide constructive feedback in terms of students’ grammar that they had mastered. Therefore, in one group, there were students who had to master the concept of article, preposition, verb tenses, and pronoun. In this activity, the role of teacher was central. The teacher was the facilitator when the students found difficulties during the discussion process. After giving the comments,

each grammar expert came back to their group and discussed the final revision for their own work. Eventually, each project group produced one jointly written text in the end of the meeting. They were asked to present the result of the project in front of the class. They were also encouraged to provide another feedback for other groups by giving them feedback notes.

The project in the first meeting was to create a movie advertisement. The students had to draw a movie poster that they like and then put a brief description for the poster they made. After finishing the project, the students were asked to take a look at the other groups' works and to give feedback on their writing. The students then came back to their group and discussed their finding about the other groups' works. Then they had to revise their own project. After the discussion, in five minutes, the group had to provide a brief oral presentation to the rest of the class.

The process of the activity was repeated for the second and the third meetings. However, in the second meeting, the project was to create a picture story. The students worked in

group to draw sets of picture about fable stories. In the third meeting, the students were asked to create a chained story. The students worked as a whole class to create a story. The teacher started one sentence, one student continued the sentence, and the next students took turn. In the experimental group, the students were not only required to engage in a teamwork activity to do a project, but also actively participated in the discussion and feedback session.

Collaborative Learning in Control Group

The control group was administrated differently. Although the students in control group used collaborative technique as well, the class did not involve particular projects to solve. The class in control group used the default technique that was suggested by the National Curriculum namely collaborative technique. The technique only suggested the students to collaborate with their peers in doing the writing task without any necessary effort to look for a project solution. In each meeting, the students in control group received regular class using

collaborative instruction as their main activities. The first, second, and third meetings did not have special projects to solve. The discussion was the main activities for the students in the control group. The students had to submit group text also at the end of each meeting.

The icebreaking activities were given to the students in control group in order to activate their background of knowledge. The materials were given by the teacher and students were encouraged to actively participate during the lesson. In the end of the meeting, students were instructed to write jointly written texts.

It is important to note that researcher always monitored the students' progress individually and collectively during the implementation of both techniques. As a whole, the treatments were administered in three meetings. Each class consisted of 90 minutes class meeting. In the experimental group, there was 5 minutes provided for the icebreaking activities, 45 minutes to conduct students' initial discussion and project, and 25 minutes for material comprehension.

At the end of the meeting, the

students had 15 minutes to write jointly written text. In the control group, students had 45 minutes for the collaboration without any hand-on project to solve. They were just asked to discuss the material and to write a joint text. The teacher piloted the trial before doing the treatment in both groups. During the process of both expert group and main group discussion, the teacher always assisted them in order to be the facilitator when the students found difficulties.

FINDINGS AND DISCUSSION

Students' writing compositions were analyzed according to their grammatical accuracy. From the calculation of pretest and posttest results, the mean ratio of grammatical accuracy for highly-motivated students in the experimental group and low-motivated students were increased until 35.58% and 25.55% respectively. And in control group, the mean ratio of grammatical accuracy for highly-motivated students was increased as much as 28.22%. And there is 15.52% improvement of grammatical accuracy for low-motivated students in the control group. The below table shows

the result of ANOVA.

Table 1. Tests of Between-Subjects Effects

Dependent Variable:Result

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1442.055 ^a	3	480.685	2.485	.073
Intercept	36544.059	1	36544.059	188.954	.000
Motivation	589.191	1	589.191	3.046	.088
Techniques	851.515	1	851.515	4.403	.042
Motivation * Techniques	1.350	1	1.350	.007	.934
Error	8509.700	44	193.402		
Total	46495.814	48			
Corrected Total	9951.755	47			

a. R Squared = .145 (Adjusted R Squared = .087)

From the table, the researcher can conclude that:

The significance of techniques

The result of significance of the project-based collaborative writing is measured by looking at the table of tests of between-subjects effects. By looking at the value of significance (sig.) for the technique, researcher draws a conclusion to answer the hypothesis.

The hypothesis:

- 1) Ho : There is no significant difference on students' grammar between the group which are taught using project based learning and the group which are taught by collaborative learning.
- 2) Ha : There is a significant

difference on students' grammar between the group which are taught using project based learning and the group which are taught by collaborative learning.

From the tests of between-subject effects table, we could see that the value of sig. for technique is 0.042. This value is equal to 4.2% and lower than 5% of standard error. Therefore, it can be concluded that the Ho is rejected and Ha is accepted. The result reveals that the score of grammar between samples using different techniques are significantly different. The result also infers that the technique received by the students will determine their grammar score. By looking at the results of pretest and posttest, the result also shows higher

improvement on the experimental group.

The significance of students' motivation

The motivation of the students is investigated by looking at the table of tests of between-effects. The significance is showed in the column of significance value (sig.) for the motivation. The score appeared on the column for motivation then is reviewed to determine the accepted hypothesis.

The hypotheses are:

- 1) H_0 : The scores of grammar among samples with different level of motivation are not significantly different.
- 2) H_a : The scores of grammar among samples with different level of motivation are not significantly different.

From the table of tests between-subject effects, we could see that the value of sig. for motivation is 0.88. This value is equal to 8.8% and this value is higher than 5% of standard error. Therefore, it can be concluded that the H_0 is accepted and H_a is rejected. The result concludes that the score of motivation between samples in this study are not

significantly different. Although the posttest results shows improvement from the pretest, the different is not significant. It also infers that the level of students' motivation does not significantly affect the students' grammar.

The interaction among students' motivation, techniques, and students' grammar

Another inquiry to answer through this study is whether or not there is an interaction among students' motivation, techniques, and students' grammar. The study investigated the interaction by looking at the significance value (sig.)

From the table of tests between-subject effects, the result reveals that the value of sig. for motivation is 0.934. This value is equal to 93.4% and this value is higher than 5% of standard error. Therefore, it can be concluded that the H_0 is accepted and H_a is rejected. The result basically shows that there is no significant interaction among students' motivation, techniques, and students' grammar. Therefore, this result implies that the variables do not affect each other.

From the questionnaire, students in the experimental group say that they enjoy the group work and projects they have done so far. The field notes of the researcher also record that the project-based work in the experimental group makes students to able to positively interact with their peers. The feedback and discussion session help them to understand the grammar better. The students in control group also believe believed that the collaborative activities would work better when they have hand-on project to do. By having a project, they are challenged to actively participate in teaching and learning activities.

Most students with high motivation students respond the idea of collaboration and project-based collaborative writing. They felt that the atmosphere in project-based collaborative writing really encouraged them to learn more. However, for the students with low motivation, the collaborative atmosphere sometime intimidates them to participate in learning. Most students with low motivation in this study are introvert. They also think that they could learn best by

themselves. By having individual learning, they feel more secured and less intimidated. Therefore,

Discussion

This study mainly aims to investigate the effectiveness of the project-based collaborative writing in enhancing students' grammar. The study also tries to reveal how motivation really affects the students' grammatical accuracy. By comparing two classes using different techniques, namely the project-based collaborative writing and the collaborative learning, researcher have analyzed the results to reveal the significance of both the techniques and the motivation using experimental study.

In this study, researcher used two groups: the experimental and the control groups. The experimental group was taught using the project-based collaborative writing and the control group is taught using collaborative learning. The body of literature has provided strong support toward the use of project-based learning, especially in writing (Storch: 2005, Skehan: 2009). However, there is a further need to investigate how this project-based collaborative

writing affects the students' grammar with different level of motivation.

This study believes that the use of project-based collaborative writing is effective to activate the students' learning interest and motivation. The project-based learning is proven to be effective in improving students' grammar. This finding is in favor of the previous studies showing that the project-based learning is significant to enhance students' academic performance in the natural language setting (Horan, Lavaroni, and Beldon: 1996, Storch 2005). The experiment in study shows that project-based collaborative writing is also effective to be used to improve students' grammar, both for the highly-motivated students and also the low-motivated students in foreign language setting. The students in the experimental group receive better improvement as compared to the students in the control group.

The experiment on the project-based collaborative writing also reveals that the students learn grammar in a more positive and friendlier atmosphere. The students are challenged to create a constructive investigation within their own

learning. Thomas (2000) strengthens this point by saying that a project-based learning provides an investigation which is a goal-directed involving inquiry, knowledge building, and resolution. A good project-based learning must involve the transformation and construction of knowledge on the part of the students. Therefore, when the central activities do not challenge students, the technique cannot be called as the project-based learning.

The experiment of this study is in favor with the previous suggestions from the area of collaborative works. The students have undergone some activities and projects which enable them to advocate an autonomous and meaningful learning. They are the center of learning and they also contribute to the other groups' learning. When they are asked to create and make a movie poster or chained story, the students are positively challenged to expand their creativity and collaboration to achieve better performance. Hence, the students are very enthusiastic to show their best in each meeting.

This significant motivating feature does not appear in the control

group as much as in the experimental group. Although the students in the control group perform positive enthusiasm in learning, the collaboration among students is limited to the instruction of the teachers. The students' creativity and enthusiasm are not very well-developed as compared to the experimental group.

The active participation and learning confidence of the students in experimental group also show that the project-based collaborative writing is effective to activate students' critical thinking behavior. The project based learning does not only stimulate the students to engage more in synthesizing, forecasting, producing, evaluating, and reflecting process but also boosts up the students' social participation behavior such as working together, initiating, managing, intergroup awareness, and inter-group initiating.

In regard to the effect of motivation in learning a language, the result shows that the motivation does not significantly affect the students' grammar. Although the results of pretest and posttest in both groups show an improvement, such

improvement is not significant. The students in both experimental and control groups believe that the technique helps them a lot in overcoming the grammar issues. The low motivated students are assisted to participate during the lesson by the collaborative works they do with their peers. Therefore, motivation does not appear to be a significant factor to improve students' grammar in this study.

This study also reveals that there is a no interaction among students' motivation, techniques, and students' grammar. The result of significance value shows that the techniques affect students' grammar and the students' motivation does not affect their grammar score.

CONCLUSION AND SUGGESTION

The results indicate that the project-based collaborative writing is effective to be used to teach students grammar. The results show that students with high motivation in the experimental group have the highest improvement score among other groups (35.14%). And the students

with low motivation in the control group have the lowest improvement score among others (19.71%). The results also show that there is no interaction among students' motivation, techniques, and students' grammar with sig. value of .0934.

Having the treatment of project-based learning to the students of *SMA N 1 Bangsri*, the researcher has several suggestions for teachers, students, and future researcher with similar topic.

Teachers and schools are strongly recommended to apply project-based learning in their classroom. The effectiveness of project-based learning to teach grammar is higher than collaborative learning. Project based learning gives a broadened chance for the students to engage in their learning activities. Additionally, project based learning can promote social interaction among students and enhance their higher thinking skill.

In implementing project-based collaborative writing, teachers must be creative in designing the project and addressing the instruction. Ideally, the project must be based on the authentic problem and must not burden the

students especially dealing with time allocation. However, teachers must understand that the students are the center of learning. The participation of teachers is only expected as the facilitator only. The autonomous learning environment is very important in project-based collaborative writing. This way, students can receive their knowledge without being lectured by the teachers all the time.

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**INTEGRATIVE GRAMMAR IN TEACHING
ACADEMIC WRITING
The Case of the Fourth Semester Students
at the English Department of IKIP PGRI Semarang**

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ABSTRACT

This paper addresses the issue of academic writing teaching by using integrative grammar to English Department of IKIP PGRI students with the focus on form and meaning. A method of integrative grammar, consisting of three major stages (a) *exploration*, (b) *explanation*, and (c) *expression (EEE)*, is proposed. To inform how each of these stages function, several lessons were conducted by using those stages in the class of academic writing as the evidence. The paper describes and discusses the lessons themselves, their rationale, and their implementation of the proposed method. A checklist which was used to describe the activeness of the lecturer taught academic writing by using EEE methods and questionnaire conducted before and after the lessons and also the revision of the syllabus and lesson plan used show that students preferred to write academically in L2 using the *EEE method* which not only focuses on form-based but also meaning-based.

Keywords : *Academic Writing, Integrative Grammar and EEE Method*

INTRODUCTION

Successful writing is regarded as a multifaceted task which makes writing difficult for the learners, particularly in balancing between grammatical knowledge and using this knowledge to shape ideas. Most of the criticism about grammar teaching stemmed from its association with the Structural Approach, which involved the successive teaching and learning of a series of isolated grammatical items and the presentation of rules and

example sentences followed by intensive practice and repetition of the grammatical items. Attempts in using grammar as a method for improving students' writing skills were ineffective because grammar teaching was not related to writing instruction and did not take into account the context and the needs of the students. Relating grammar instruction to the teaching of composition involves the definition of specific goals that may arise from everyday classroom observation or from specific problems

in students' writing, and a clear definition of what is expected from them.

According to Celce-Murcia (1991:233) the capacity of expressing oneself in a language other than one's native language through writing with adequate accuracy and coherence is an important achievement. Part of this ability consists in producing correct and well-formed sentences, which is a very complex task. It is well known that even if second language writers become proficient in a process approach, they nevertheless have linguistic problems, often related to sentence structure and grammar.

Frodesen (1991:264) says that grammar has always been one of the most controversial issues in the teaching of writing. Most of the misunderstandings about the nature and the meaning of grammar, and its role in language teaching in general, stem from "a narrowly defined view of 'grammatical instruction' as traditional, decontextualized grammar lessons with a focus on formal analysis of sentence-level syntax (e.g., types of clauses) and or a preoccupation with correcting errors." Grammar, perceived as accuracy, is a

problematic area in writing for many non-native speakers who still struggle with elements like organization and coherence after they have more or less mastered the more global features of written English. Frodesen (ibid.: 233) explains that teachers should teach learners to regard grammar as "an aid to shaping effective and appropriate messages", and that any teaching of writing should take into account the students' needs, their background, and the requirements of writing tasks.

In terms of teaching writing, Spack (1984: 649) affirms that "most composition textbooks for native English speakers and ESL (English as a Second Language) students present a straightforward, mechanical view of writing which does not acknowledge the complexity of the composing process. These texts have not shown students how meticulous and even painful writing can be, especially for non-native speakers."

In their First Year at the Department of English of IKIP PGRI Semarang, regardless of prior language learning, the students are progressively introduced to English grammar. In addition, they are gradually made acquainted with

grammatical terminology and the major constituents of English grammar. Nevertheless, from informal discussions with students and lecturers of English, when they write in content areas like literature or social interaction, especially in examination essays, most students appear to focus more on content (i.e. answering the question (s) and supplying the right information) rather than on grammar, mainly because of time constraints and other factors. This often causes them to fail to convey their ideas correctly and accurately, and consequently they get low scores. On the other hand, when they know that grammar will be taken into consideration during the correction of their papers, they pay attention to the grammar they use when they write. Sometimes, when paying attention to the grammar, they show an inability to focus on their ideas, and sometimes, they fail to answer the question of the topic or the assignment.

This means that the students are able to focus on grammar alone, or to concentrate on content only. In other words, they are blocked when they attempt to focus on these two aspects at the same time. Another

possibility is that the importance they give to grammar depends on the goals of writing. It also appears that most students may not make a connection between their grammatical knowledge (i.e. what they are being taught in grammar) and their own writing.

Academic Writing

First, the writing class is arguably both too narrow and too broad in its approach to writing pedagogy. Narrow in the sense that writing classes belong to the English department, with literature often seen as synonymous with English. The point here is that literature has its own specific conventions for what might be considered 'good' academic writing style, and many writing textbooks tend to favor a style of writing perhaps better suited to literary academic writing, such as advocating the use of figures of speech. Within a typical writing class, however, there may be many different academic majors represented, each with their own writing needs. In other words, what might be considered good style within the English department may not be regarded in the same manner in, say,

the science department. Secondly, "the teaching of academic writing usually adopts a generic approach," thereby ignoring "contexts, participants and practices" (Lillis 2001). Moreover, Gimenez argues that "writing lecturers appear to focus on the basic principles of writing" (p.152), such as structuring and referencing, thus ignoring features of writing which are specific to individual disciplines. Gimenez further states that the essay is usually taught as a generic skill in the 'general' writing class' and "when reports, memos or presentations are taught as universal genres, students from different disciplines need to ultimately adapt them to meet their own discipline-specific needs" (p.152). In this sense, the writing class simultaneously approaches the subject from a broad perspective, which is equally impractical in terms of helping students to understand discipline-specific writing conventions, which go beyond the basics of essay writing. Therefore, a narrow view taken toward academic writing, via a focus on literary devices more common within literary academic writing, and a broad view, consisting of teaching students essay writing skills based on

generic factors, does not effectively take into consideration the different academic writing needs of students.

Principally, the theories used for teaching Academic Writing using integrative grammar is the teachers centered learning. It means that through this learning, learners are broadly engaged in and teachers must be active in the whole class activities. That is why, the role of the teachers are not only as the facilitator but also as the guidance or helpers for learners when they meet some difficulties and need for help.

Integrative Grammar

Integrative grammar combines a form-based with a meaning-based focus. Spada and Lightbown (1993) have also argued "that form focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term" (p. 205). Thus, integration of form and meaning is becoming increasingly important in current research. Celce-Murcia, Dornyei and Thurrell (1997) call it "a turning point" in communicative

language teaching (p. 141), in which "explicit, direct elements are gaining significance in teaching communicative abilities and skills" (p. 146). it is important to know that integrative grammar can be classified in functional grammar as the focus of integrative grammar mentioned above. Gerot and Wignell (1994:v) say that functional grammars focus on the purposes and uses of language. They derive from examination of spoken and written language and the contexts of their use. They investigate how language is used and its effect. Then, they say also language is functional, so study of language form alone cannot fully explain systematic language use. Language use, though unique, can be explored, and linguistic elements and specific language events can be systematically examined from a functional point of view. In short, we 'make meaning' through our choice and use of words and systematic study of language in use is how we make sense of our meanings. They states functional grammars view language as a resource for making meaning, describing language in actual use and so focus on texts and their contexts. They are concerned not only with the

structures but also with how those structures construct meaning (p.6). This means that by using integrative grammar, students are brought to write in a good sense of the use of their writing which is influenced in their grammatical pattern.

EEE (Exploration, Explanation, Expression) Method

What is, then, meant by integrative grammar, is combining *the form* and *the meaning*, using what is called the *EEE method*. This method of *EEE* consists of three equally important stages:

- a. Exploration is the first stage of integrative grammar teaching. This stage is characterized by "*inductive learning*." Students are given sentences illustrating a certain grammar rule and are asked as a group to find the pattern and, with the help of the teacher, to formulate the rule. Students should be given opportunities to figure out everything by themselves, receiving help only when necessary. To make the task easier in the beginning, some grammatical forms or endings can be highlighted. Students tend to prefer

assignments that allow them to explore the language. The knowledge they obtain becomes theirs and it is often much easier to remember. Exploration, then, works as an excellent tool for motivation.

- b. Explanation is the second stage of learning. As students find sequences or patterns in the examples they used during the *exploration* stage, the teacher or the students can summarize what was previously discovered, now focusing on the form. The *explanation* stage is quite important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference. Depending on students' proficiency, confidence, and actual performance, this stage can sometimes be omitted. However, students should be aware of and experience the strategies they may use to refer to the explicit rules, if needed.
- c. Expression is the third and last stage of the process. After discovering certain grammatical patterns in the *exploration* stage and

getting to know the rules in the *explanation* stage, students start practicing the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to help Students to apply their acquired knowledge in practice by making meaningful utterances. On the one hand, this may also serve as a motivation technique, since learners can actually see what they can do with what they have learned. On the other, the expression stage gives them the opportunity to practice communication under the teacher's supervision, which usually assures the students that they can produce a correct utterance. Communicative interaction will be better if it is content-based, which allows students to relate it to something they care or know about, thus making it authentic

METHODS

The research approach applied in this study is case study. According to Gillham (2000:1), a case study is an investigation to answer specific

research question which seek a range of *different evidence* from the case setting.

The case study methodology is considered the most appropriate approach to employ because it provides a systematic way to collect data, analyze information and reports the result, thus understand a particular problem or situation in great depth. The subject of this research was a lecturer of English Department of IKIP PGRI and the students at fourth semester of the English Department of IKIP PGRI Semarang who took academic writing in the year 2012/2013. The instruments which are used they are questionnaire, observation sheet and teaching document.

FINDINGS AND DISCUSSION

The researcher analyzed the data qualitatively by describing the condition of how the lecturer's teaching in the classroom. The researcher observed the teaching learning activities in the classroom with two other observers for strengthening the data. The observation was carried on

using checklist. The checklist was formed using the steps of Exploration, Explanation, Expression (EEE) method in integrative grammar which proposed by Sysoyev (2005). This sheet was used to determine whether lecturer was active or not to teach academic writing using integrative grammar combining the form and meaning during the classroom activities.

The stages and description of those stages are mentioned and described as follows:

(1) **Exploration** is the first stage of integrative grammar teaching. This stage is characterized by "*inductive learning*."

1.1 Introducing the topic for good exploration and eliciting students' response

- a. Giving some sentences as the examples in certain grammar patterns
- b. Trying to identify the grammar pattern and formulate the patterns
- c. Encouraging students confident and potential to participate in the learning process
- d. Making dialogue to

control students' understanding of what is to be learned

- e. Shifting students' attention to grammar patterns in the sentences given

1.2 Guiding the cognitive thinking of the group by using leading questions, keeping the students thinking under control

- a. Summarizing what was previously discovered, focused on the form
- b. Giving leading questions of grammatical pattern and keeping students' thinking under control to refer to the explicit patterns
- c. Giving opportunities to co-construct of lecturer's questions
- d. Relating 'textbook rules' with the examples and findings of the *exploration* stage for future reference

1.3 Making classroom interaction

- a. Creating optimal conditions for learning
- b. Responding to implicit questions

- c. Giving examples than explaining the use of terminology

- d. Making teacher-student communication

- e. Entering the discussion and helping students' confusion

1.4 Helping students improve their knowledge of grammatical structure

- a. Giving explanation as the negotiation between teacher and students of the topic (their writing and grammatical patterns) discussed
- b. Assuring students' on understanding the grammatical patterns
- c. Encouraging students by figuring out their knowledge of grammatical patterns
- d. Breaking into student-teacher dialogue of certain grammatical patterns

1.5 Making clarification and confirmation that they write in the right pattern

- a. Clarifying the students writing in the right

- b. Giving brief message of the material
- c. Keeping the discussion going well
- d. Giving more detailed assignment to students
- e. Interpreting what students see to make up the grammatical pattern
- f. Giving opportunities to students to answer their peer's questions without waiting for the teacher
- g. Giving equal opportunities for the interaction

(2) **Explanation** is the second stage of learning. As students find sequences or patterns in the examples they used during the *exploration* stage, the teacher or the students can summarize what was previously discovered, now focusing on the form. And it may be essential to go to the textbook with the examples and findings of the *exploration* stage. The *explanation* stage is quite important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference.

2.1 Making connection of examples and explicit rules

- a. Telling the students the explicit grammatical patterns
- b. Explaining the explicit grammatical patterns
- c. Checking what students have already discovered
- d. Making dialogue to compare between the examples and the rules in textbook with the teacher

2.2 Giving 'routine' activity cognitively

- a. Making similar grammar explanations typical in the learners' L1
- b. Comparing the examples used in the first stage with the example given in the textbook
- c. Serving as a bridge between what students consider 'theory' or what is usually given in textbooks
- d. Giving practical use of the grammatical pattern in the sentences

2.3 Giving meaningful examples of how and in what situations

the tense can be used

- a. Illustrating the patterns in a content-based writing
- b. Discovering the grammatical patterns
- c. Providing students with models of their usage
- d. Seeing how learners are going to use their knowledge in the actual interaction

(3) **Expression** is the third and last stage of the process. After discovering certain grammatical patterns in the *exploration* stage and getting to know the rules in the *explanation* stage, students started to practise the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to provide students experience in applying their acquired knowledge in practice by making meaningful utterances. Then, in the expression stage, the lecturer gave them the opportunity to practice communicating under the teacher's supervision, which usually assures the students that they can produce a correct utterance. Communicative

interaction will be better if it is content-based, which allows students to relate it to something they care or know about, thus making it authentic.

3.1 Establishing the structure for student-student interaction using tenses

- a. Asking students to write telling their past experience using Past Tense
- b. Asking whether there are any problems faced by the students
- c. Clarifying the assignment with students
- d. Considering for grammatical accuracy during the activity

3.2 Representing a meaning based-task which reflects the nature of social interaction

- a. Reflecting the nature of social interaction (text) for stimulating a real-life situation,
- b. Asking follow-up questions and reacting consequently
- c. Practicing the form in meaning-based task and negotiating the meaning in their L2

- d. Switching students' attention from form to the meaning

3.3 Checking and correcting mistakes by repeating the sentence in the grammatically correct way

- a. Reacting in watching students' writing
- b. Correcting the mistakes by repeating the sentences
- c. Repeating and rephrasing the sentence
- d. Emphasizing and modeling the correct use of grammatical pattern

3.3 Controlling what is going in the class, without 'invading' the students

- a. Holding the responsibility for assuring that there is no misuse
- b. Not imposing wrong forms and patterns
- c. Giving equal opportunities to students to participate and express their thoughts
- d. Finding other strategies and techniques of controlling what is going on in students if needed

Here, the lecturer was active

and very good in giving good teaching and examples which focused on integrative grammar in academic writing. It could be seen from meeting one until meeting four. In meeting one and two, when the lecturer put several sentences from several report texts to know students' mastery in grammar and the meaning of its (report text and its grammar or language features) use in those sentences. Then, the lecturer asked the students to try to identify the grammar and formulate the grammar in order to encourage the students to be brave to show their potential in the classroom. Then, continued by giving a report text and some texts that contained of certain grammar patterns as the consideration.

In exploration stage, the lecturer began by introducing the topic for group exploration and then elicits students' responses. The way the lecturer gave the examples as their task was actually amazing and potentially very powerful: "Imagine yourself being scholars who are finding the patterns or making a new rule. Do you see any sequence?" This invitation to participate had a tremendous effect on the students. It

contained several implicit messages. One was that because "making new rules" is a discovery, it is acceptable to make mistakes; students need not to be afraid of talking and expressing the thoughts. The lecturer tried to identify the grammar pattern from some sentences given and formulated the pattern.

In Explanation stage, the lecturer was very clear in leading the class. It could be mentioned when the lecturer made connection of examples and explicit rules of the examples given so that the students were safe in knowing the grammatical pattern from the sentences they wrote. Then, the lecturer kept giving examples for students to make sure that they still remembered of the use of those grammatical patterns. This activity happened in meeting two after students got clarification and confirmation that they wrote in the right pattern, also the students were asked to go to the textbook they had and related the pattern used in their textbook and findings in the *exploration* stage. This means that students were well-prepared to be ready for continuing both their study and writing which were not only focus

on form but also the meaning needed from their writing.

In Expression stage, the lecturer was good by continuing the two stages which were done before. She did interaction among her students by establishing, clarifying and considering for the grammatical accuracy by asking the students if there was any problem they found in writing. the lecturer reflected a meaning based task of her students writing. Then, she kept controlling the class for no misuse grammar pattern in students' writing. At the beginning of expression stage, the lecturer established the arrangement for student-student interaction. Arranged in small groups, students took turns read their partners' writing about one of their families or tourism place they like using Present Simple Tense. Presumably, every student will have an equal opportunity to be the leader when reading about it and then changed the roles. The way it turned out in the classroom, though, shown the complexity of the group interaction. The lecturer asked if there were any questions. Nobody asked any because there would be an opportunity to clarify the assignment with the

peers and nobody wanted to show that he/she did not understand the task. Once students were in their group, they assigned themselves roles. In this case, the role distribution was based on "who knows what to do." In this stage, it represents a meaning based task, which reflects the nature of social interaction.

It enables students to simulate a real-life situation, asking follow-up questions and reacting consequently. For example, one of the student after hearing that their partner has brothers, he interrupts her and asks "How old are they?" Or, in another group, when one of their partner said, he described borobudur temple, their partner asked "How wonderful is it?". Those questions were not important from the perspective of the task, but rather is a natural reaction of a listening interlocutor. Thus, the major advantage of combining form and meaning is that in practicing the form in meaning-based tasks, students negotiate the meaning in their L2. That results in spontaneous use of the target language.

From the analysis of collecting data of the checklist used for describing the activeness of the

lecturer using EEE method the lecturer was very clear in leading the class. It could be mentioned when the lecturer made connection of examples and explicit rules of the examples given so that the students were safe in knowing the grammatical pattern from the sentences they wrote and the EEE method worked fairly successfully with the students. They were willing to respond and participate in the classroom in doing writing and the result of the teaching was adjusted in such a way that a positive response meant a positive attitude towards teaching academic writing by using integrative grammar. For the questionnaires, those were given to lecturer and students and were used to know the strength and the weaknesses of teaching academic writing by using integrative grammar. It was found that the integrative grammar in academic writing, the writing itself can be accurate in use and the students are able to improve their writing in which their writing is not only used in that course but also writing in essay even in final project based on the meaning form. The last, the teaching documents which were used in the classroom they are syllabus and lesson plan, the

revision is needed based on the *EEE* method in academic writing. The weaknesses here could be seen and corrected in terms of Material, Teaching and Learning Activities, Indicators, and Assessment in syllabus and lesson plan. Those were revised for the needs of the students but as earlier said that this revision was only for suggestion. This means that the lecturer of academic writing was free to use this revision or not.

CONCLUSION AND SUGGESTION

This paper described a way of combining form and meaning in teaching academic writing by using integrative grammar to ESL students. The *EEE method*, consisting of three stages (*exploration, explanation, and expression*) Finally, the evaluative questionnaire, which was administered to determine the attitudes of the students towards a new method of grammar stages used in academic writing, showed that students liked the method and thought its work was effective.

Then, the aim of this study is to determine whether it is possible or

notto develop an integrative approach to the teaching of grammar in the context of academic writing. It has been noted that integrative grammar involves a philosophy of local solutions to local problems and has to remain sufficiently flexible to allow the lecturer to adjust their teaching practices according to the particular needs of their students. The analysis of the students' questionnaire revealed several aspects concerning their view about grammar. Concerning the lecturer, she is aware that the time spent in the written expression courses is not enough to develop good writing skills. Through her responses to the questionnaire, she showed a commitment to find more efficient ways of teaching the writing skill. The lecturer's attitudes towards integrative grammar revealed that she is not bound to any specific method. Indeed, even if the lecturer of academic writing favour a process-based teaching, she does not neglect the grammatical aspect which she consider essential in learning to write.

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The Realization of Interpersonal Negotiation in the Conversation

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ABSTRACT

This study aimed to investigate how the students of English Department of the State University of Semarang realize interpersonal negotiation in their conversation and find out what kinds of problems that emerge when the students have an interpersonal negotiation in their conversation. In analyzing the data, the descriptive qualitative approach was employed with small quantification was made to support the analysis. Besides, the choices of mood, modality, speech roles as well as clause category were applied to analyze the data. The research findings showed that from the observation towards 10 (ten) students done by practicing the conversation in pairs, there were only 3 (three) pairs that could realize the interpersonal negotiation in their conversation. Most of students used declarative mood types (56.6%) more in their conversation. It indicated that they wanted to initiate the exchanges by giving information more often. The modality that they used most was probability modalization (41.2%). With high and medium categories of probability, the students expressed their idea of the situation given. Though the students produced declarative mood more in their conversation, it did not directly indicate that they could realize interpersonal negotiation well. Most of the declaratives produced was more maintaining the information exchange. The giving speech roles of the clauses produced by the students sometimes were inappropriate with the topic being discussed. It made the conversation inconvenient. Even though the use of modalization and modulation to express interpersonal negotiation was not problematic, they did not use it optimally; only 17 clauses out of 143 clauses made use of them.

Keywords : *realization, interpersonal negotiation, conversation*

INTRODUCTION

The most distinctive human characteristic is the ability to use a language. With it people can communicate to each other, sharing their ideas, solving their problems, expressing their feeling, etc. As a human of society, people need to communicate with lots of people in a

day period. Even they do not know each others; they can communicate by having a conversation.

Conversation is the product of speaking skill which is like the other skills that is more complicated than it seems at first and involves more than just pronouncing words. Conversation in English, especially, makes some problems in practicing it particularly to

the country which uses English as a foreign language, like Indonesia. Beside we have to pay attention to the means of vocabularies, pronunciation, and the situations where the conversation takes place, we also have to think about the purpose when we speak to others. In other words, we can say that language itself has purposes when we use it to communicate to each other in a conversation.

We may speak with a specific goal in mind to achieve, such as finding out bus departure or arrival times, or inviting friends to dinner, or reserving a flight to Sydney, but we may also speak just to have a chat with someone with no particular goal in mind. That is what so called language is interpersonal as well as transactional (Berendt, 1981 in Murata, 2002).

As a language is transactional and interpersonal, the negotiation of language becomes a part that should be considered when having a conversation. They are two kinds of negotiation; interpersonal negotiation and transactional negotiation. Both negotiations can influence the purpose of the conversation which then differ it

becomes two types. Brown (2001: 273) states there are two types of conversation. They are transactional conversation and interpersonal one. The purpose of transactional conversation is to convey or exchange specific information. Moreover, the purpose of interpersonal conversation is more maintaining social relationships than transmitting facts and information. Actually both of them are important in having conversation but they must be balanced in their purpose of communication. It will be easy if we only study transactional conversation because it is often learned in classroom learning process, started from elementary school, junior high school, senior high school up to university level. But then, in interpersonal exchanges, oral production can be pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. Hence, the research is conducted to know 1) how the students of English Department realize interpersonal negotiation in their conversation and 2) what kinds of problems that emerge

when the students have an interpersonal negotiation in their conversation. It is conducted in the English Department of the State University of Semarang because the students have known a lot about English so that it makes easier to conduct the research and to analyze the data obtained.

The Essence of Interpersonal Communication

Interpersonal communication is a communication which aims to maintain the relationship between the speaker and listener. It is in line with what it is stated by *Depdiknas* (2004: 78) that interpersonal dialogue is conversation to make relationship. Relationship is something that is closed to human being. It is how people relate to each other in a society by interaction which is delivered through a language. Celce-Murcia, 2001 in Astuti (2009: 7) states that interpersonal language is “social-types” talk, it is more person oriented than message oriented. The features of interpersonal language are those of identifying with the other person’s concerns, being nice to the other person, and maintaining and

respecting “face”. This is how people can function the language they use for the sake of keeping personal relationship so that it will not hurt the persons involved in the conversation.

Furthermore, there is a definition which sees interpersonal conversation from its process. West (2006: 16) states that interpersonal communication is the process of message transaction between people to create and sustain shared meaning. There are three critical components embedded in this definition: process, message transaction, and shared meaning.

A process means that it is an ongoing, unending vibrant activity that is always changing. A message exchange means that the transaction of verbal and nonverbal messages is being sent simultaneously between two people. Messages, both verbal and nonverbal, are the vehicles we use to interact with others. Then, meaning is the central to the definition of interpersonal communication because meaning is what people extract from a

message.

Besides, Verderber, 2007 in Edwards (2007) also defines that interpersonal communication is the process through which people create and manage their relationships, exercising mutual responsibility in creating meaning. In other words, when people communicate with others, it is not only meaning they share but the way they share it is also considered more in other that it will not threaten others' face.

From the definitions above, interpersonal communication can be defined as communication which happens in an ongoing process that is unpredictable either the beginning or ending where two people or more are sharing and creating their meaning in the purpose of making relationships or social purposes. Interpersonal conversation has the purpose of maintaining social relationships (Brown, 2004: 142). It is more than just exchanging information. It is more complex than that. A casual register and use of colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions are needed to make the interpersonal conversation.

The Realization Of Interpersonal Negotiation in The Conversation

The realization of interpersonal negotiation in the conversation can be analyzed through the use of mood, modality and speech roles of the speaker.

Mood

Mood structure can reflect the relationship between speaker and listener. Mood analysis is adopted to capture different social roles and role relationships among the participants involved in the talks (Eggins and Slade, 1997: 90). There are two indicators of power exercises: mood types and evaluative feedback. Participant who has more various mood types will be considered more powerful than the participant with less various types. It is referred to patterns of clause type, such as interrogative, imperative and declarative. These patterns have to do with the presence and configuration of certain negotiable elements of clause structure. Meanwhile, evaluative feedback is realized through minor clause (Eggins & Slade, 1997: 94). Lexicalized minor clause is the minor clause of fully lexical item, which operates in other

structures in the language: e.g. *Right, Exactly, Good Grief, Bloody hell, OK, Fine, and Great.*

Modality

The analysis of modality is actually a continuation of the analysis of mood. Hartono, 2004 as quoted by Nurjanah (2006: 28) also argues that relevant cognitive functions determining modal expressions are interpersonal power relation and the expectation of the agents involved in a speech situation. For example, when somebody says I must go now, she indicates that the listener has some power over her, and that the listener expects her to stay, but there is some other stronger power that forces her to leave.

There are two kinds of modality. Halliday (1994: 356) categorizes it into modalization and modulation. Modalization is a way of tempering the categorical nature of the information we exchange. Modulation is a way of tempering the directives with which we seek to act upon each other. Modalization tempers of the message with reference to degrees of frequency or probability, while the modulation is the qualification of the

message with reference to degrees of obligation, inclination and probability.

Speech Roles

Analyzing speech roles is done to see dialogue from discourse point of view. This tells us how while enacting social roles, participants are constantly negotiating relationships of solidarity and intimacy. Speech role analysis, together with grammar/ mood analysis, will contribute to the understanding of how participants enact their interpersonal differences, and therefore, how power is negotiated through talk (Egins & Slade 1997: 179).

The speech role analysis is adopted to further elaborate control over turn taking; that power can also be exercised by controlling topics. Fairclough (1989: 636) states that the topic or topics of an interaction may be determined and controlled by the more powerful participant.

There are two kinds of speech roles. Wignell (1994: 22) divides them into giving and demanding. Giving means invite to receive whereas demanding means invite to give. The commodity of role itself can be goods and services or information. It can be

seen in the table below.

Table 1. Speech roles and commodities in interaction

SPEECH ROLE	COMMODITY EXCHANGED	
	Information	Goods and services
Giving	Statement	Offer
Demanding	Question	command

(Halliday in Eggins, 1994: 151)

From the combinations of speech role which are delivered by the speaker above, of course as the addressee has some discretion to respond to the role either positive or negative utterance. If it is an offer, the addressee can accept or reject it. If it is a statement, the addressee can acknowledge or contradict it. If it is a

command, the addressee can undertake or refuse it. Afterwards, if it is a question, the addressee can answer or disclaim it. All of them can be analyzed to see the speaker roles to their power relations in the conversation. It is summarized in the table below.

Table 2. Speech role pairs

Initiating speech role	Responding speech role	
	Positive	Negative
offer	Accept	Reject
Statement	acknowledge	Contradict
Command	Undertake	Refuse
Question	Answer	Disclaim

METHODS

The descriptive qualitative approach was applied in conducting this research. The data of this study were the transcripts of the conversation recordings that the students had done. The conversation was done by ten students of

English Department on fifth semester. It was recorded by using recorder and handy cam. Then, the conversation was transcribed and analyzed into documentary sheets. Those sheets contained the clauses, analysis of mood, modality, speech roles, and clause category. Finally, the data were identified and interpreted.

FINDINGS AND DISCUSSION

Conversation Analysis 1

Table 3. The Summary of Mood Choices in Conversation 1

Mood (clause type)	S-1	S-2
Number of clauses	13	17
Declarative	5	7
Polar interrogative	-	3
Wh interrogative	2	3
Imperative	2	1
Minor	4	3
Modalization		
probability		
high		2 (incongruent, subjective explicit and modal finite)
median		
low		
Modulation		
inclination		
high		1 (modal finite)
median		
low		
Total no. of modalities	-	3

From the table, it could be seen the number of clauses produced by S-1 and S-2. In this conversation, S-2 spoke a lot than S-1. It meant that S-2 was dominant in the interaction. All speakers produced high number of declaratives and S-2's number was higher than S-1's. This assumed that S-2 got to initiate exchanges by giving information more often than S-1.

S-1 did not produce any polar interrogative while S-2 produced 3 (three) polar interrogatives. It meant that S-1 was only providing

information or responding the questions from S-2.

S-2's wh interrogative was more than S-1. This was her way to initiate the topic. Even S-2 changed the topic in this conversation twice which made it inconvenient because it might indicate that S-2 could not negotiate well the topic being discussed so she changed the topic. It could be seen in the turn 3 and 9.

Next, S-1's imperative was more than S-2's. It indicated her way to enact some authority because she

had been demanded by S-2 continuously.

The minor clause produced by S-1 was more than S-2. It indicated her non initiating role in the interaction. Her position was more compliant than S-2. However, from the total major clause produced by the speakers compared with minor clause produced, the margin was too far. It indicated that the speakers in having conversation ignored the use of minor clauses which characterized the

interpersonal negotiation which was more encoding interaction not exchanging information.

From the point of modality, S-1 did not produce it at all. While S-2 produced two probabilities which were high categorized. It indicated that she was very sure when producing those clauses. S-2 also used one inclination with medium category that meant she was not too willing when she told it to S-1.

Conversation Analysis 2

Table 4. The Summary of Mood Choices in Conversation 2

Mood (clause type)	S-3	S-4
Number of clauses	11	8
Declarative	2	3
Polar interrogative	2	1
Wh interrogative	2	-
Imperative	1	1
Minor	4	3
Modalization		
probability		
high		1 (incongruent, subjective explicit)
median		1 (incongruent, subjective explicit)
low		
Modulation		
obligation		
high		
median		1 (modal finite)
low		
Total no. of modalities	-	3

The number of clauses produced by S-3 was more than S-4. It

indicated that S-3 was dominant in the interaction. Because of his dominance,

he initiated the topic by producing polar interrogative, wh interrogative and imperative. S-3 produced polar interrogative twice in this conversation. However, those polar

Turn Clause

9 And do you *really* not make this room ...mmm look so bad and..

11 Are you *really*?

By using the interrogative and imperative, S-3 had changed the topic twice. It could be seen in turn 5 and 9. Thus, it made the conversation inconvenient because the topic was always changed by S-3 as he could not negotiate the previous topic proposed by S-4 well

However, the S-4's declarative was more than S-3's. It indicated that he was giving information more than demanding responses. It could be known from the total of the other mood types. He never produced wh interrogative and imperative. Only one polar interrogative he produced. And it was used to make sure his argument towards S-3. Although S-3 seemed to have the authority in this conversation because of so many interrogatives or imperatives produced, actually it was not him who held it but S-4 did. It was because of his modalization and modality used to respond the S-3. S-4

interrogatives were used to get S-4's truth because he always used the word "really" in his clause to make him sure, for example.

used two kinds of probability with high and medium category to make the S-3 sure, as well as an obligation with median category when he ordered S-3 to remember what happened with their room previously.

The minor clause produced by S-3 was more than S-4. It indicated his non initiating role in the interaction. Though the margin between the major clause and minor clause was not many, it still meant that the speakers in having conversation did not pay to the use of minor clauses as one of interpersonal negotiation characteristics.

Conversation Analysis 3

The number of clauses produced by both speakers was the same. It meant that both of them were dominant each other in the interaction. S-5's declarative mood type was more than S-6's.

Table 5. The Summary of Mood Choices in Conversation 3

Mood(clause type)	S-5	S-6
Number of clauses	14	14
Declarative	9	6
Polar interrogative	-	-
Wh interrogative	-	3
Imperative	3	1
Minor	2	5
Modalization		
usuality		
high		
median		
low		1 (mood adjunct)
Modulation		
obligation		
high		
median	1 (modal finite)	
low		
capability		1 (modal finite)
Total no. of modalities	1	2

It indicated that S-5 got to negotiate exchanges by giving information more often than S-6. There was no polar interrogative produced by the speakers.

S-5 did not produce any wh interrogative while S-6 produced 3 (three) wh interrogatives. S-6 took role as an initiator here. Although she became the initiator of the interaction, she never changed the topic. It made the conversation convenient because she could negotiate the topic being discussed well.

However, from the total number of imperative produced by S-5, it was more than S-6. This was the

way S-5 enacted some authority than S-6. Therefore, the authority of both speakers could be said balanced.

S-6 used high proportion of minor clauses, indicating her supportive and providing feedback. But then, in this conversation the use of minor clause was still few if compared with the total major clause produced. It could be concluded that the speakers still ignored the use of minor clauses which characterized the interpersonal negotiation in their conversation.

From the modality point of view, S-5 only produced one obligation with median category in

order that S-6 trusted him, whereas S-6 produced two kinds of modality there. There were usuality with low

category and capability realized in the form of modal finite.

Conversation Analysis 4

Table 6. The Summary of Mood Choices in Conversation 4

Mood (clause type)	S-7	S-8
Number of clauses	12	11
Declarative	5	4
Polar interrogative	1	2
Wh interrogative	1	2
Imperative	1	1
Minor	4	2
Modalization		
probability		
high	1 (incongruent,	
median	subjective explicit)	
low	1 (incongruent,	
	subjective explicit)	
	1 (modal finite)	
Modulation		
Capability		2 (modal finite)
Total no. of modalities	3	2

From Table 6, it could be seen the number of clauses produced by S-7 and S-8. In this conversation, S-8 spoke a lot than S-7 with few margin. It meant that both of them were dominant in the interaction.

All speakers produced high number of declaratives and S-7's number was higher than S-8's. This assumed that S-7 got to negotiate exchanges by giving information more often than S-8.

S-8 produced polar and wh

interrogatives more than S-7. This was S-8's way to initiate the topics while S-7 was only providing information or responding the questions from S-8. Both of the speakers also produced imperative mood type with the same number. That made them demand to each other.

The minor clause produced by S-7 was more than S-8. It indicated her non initiating role in the interaction. Her position was more compliant than the S-8. However,

from the total major clause produced by the speakers compared with minor clause produced, the margin was quite far. It indicated that the speakers in having conversation ignored the use of minor clauses which characterized the interpersonal negotiation which was more interactive if compared with transactional negotiation that enabled to use written language more.

From the point of modality, S-7 produced three kinds of probability with all different categories; high, median, and low. It meant that sometimes she was very sure with her opinion and sometimes she was not. S-8 produced two capabilities which were realized through modal finite; could and can. It showed her curiosity towards something which happened.

Conversation Analysis 5

Table 7. The Summary of Mood Choices in Conversation 5

Mood(clause type)	S-9	S-10
Number of clauses	27	16
Declarative	15	4
Polar interrogative	-	1
Wh interrogative	1	1
Imperative	4	6
Minor	7	4
Modalization		
usuality		
high	1 (mood adjunct)	
median		
low		
Modulation		
obligation		
high	1 (modal finite)	1 (modal finite)
median		
low		
Total no. of modalities	2	1

The number of clauses produced by S-9 was higher than S-10. It indicated that S-9 was dominant in the interaction. S-9's declarative was also more than S-10's. It indicated that

she was more giving information than demanding responses. It could be known from the total of the other mood types. She never produced polar interrogative while S-10 produced it

once. It was said in order to get S-9's attention.

Both of the speakers produced wh interrogatives with the same number. It indicated that they wanted to initiate the topic each other. Finally they made exchanging topics in this conversation which could be seen in turn 11 and 12. Too often in exchanging topic was not good in the conversation because it would make the conversation inconvenient. The topic would change whenever the speaker could not negotiate the topic being discussed. It would not make the conversation flow well. In this conversation, S-10 produced imperatives more than S-9. It was used as the effort to enact the authority of interaction.

S-9 produced two kinds of modality in this conversation. They were one probability with high category and one obligation with high category. It showed the certainty of the speaker when delivering those clauses. S-10 only produced one obligation with high category. It also showed her strength when producing it. The minor clause produced by S-9 was more than S-10. It indicated her non initiating role in the interaction.

Her position was more compliant than the S-8. However, the margin between the total of major clause and minor clause was too many. It still meant that the speaker in having conversation still did not consider the use of minor clauses as one of the interpersonal negotiation characteristics.

Interpersonal Negotiation Analysis

By seeing the distribution of speech roles in the coding sheet, it could be known whether in the conversations, the speaker could realize interpersonal negotiation or not. It could be indicated by the distribution of giving speech roles and its responses rather than demanding and its responses.

Conversation 1

Among 15 (fifteen) turns that the speakers produced, there were four turns realizing interpersonal negotiation. See Table 8.

All of the clauses above were in giving speech roles with its responses. It indicated that speakers did interpersonal negotiation because there was no demanding and answering showed in the above clauses. They spoke like having a chat in

communication. When S-1 said *I feel fine in every condition*, S-2 responded it directly without any demanding from S-1 by saying *You will be nice*,

like giving compliment, then it came back to the topic discussed by stating the second clause; *Jill it must be you who'd everything*.

Table 8. Interpersonal negotiation analysis 1

Turn no.	Speaker	Clause no.	Clause	Speech roles
8	S-1	ii	I feel fine in every condition	giving
9	S-2	i	You will be nice.	acknowledging
		ii	Jill it must be you who'd everything	giving
11	S-2	i	Hey...you are the only one who stay in this room while I'm going out	giving
12	S-1	i	But I have no idea about this.	contradicting

The interpersonal negotiation also could be realized in turns 11 and 12. When S-2 stated her ideas that S-1 was only one in the room while she was going out, S-2 then responded it that she had no idea about it. It was only giving and responding in those clauses, no demanding speech role there.

Conversation 2

There was no interpersonal negotiation realized in this conversation. Most of the speech roles were demanding and answering. The speakers produced 12 (twelve) turns,

but all of them were transactional. S-3 always gave some questions to S-4 then S-4 answered them. It happened continuously.

Conversation 3

Only 9 (nine) turns were reproduced in this conversation. Among 9 (nine) turns that the speakers produced, there were 4 (four) turns realizing interpersonal negotiation. It was indicated from the speech roles they contributed.

Those clauses below showed that both of the speakers stated their arguments about the messy room doer.

Table 9. Interpersonal negotiation analysis 2

Turn no.	Speaker	Clause no.	Clause	Speech roles
4	S-5	ii	I did nothing.	giving
5	S-6	i	I don't believe you.	contradicting
		ii	You are the one in the room.	giving
6	S-5	i	No.	contradicting
		ii	You should believe me.	giving
		iii	I did nothing.	giving
		iv	It was so messy when I came in.	giving
		v	You just leave them all messy when you go.	giving
7	S-6	i	No.	contradicting
		ii	Foreknown, I never left it messy.	giving

They did self defense each other. It ran smoothly like having a chat because there was no demanding and answering there. They only gave their statement then responded by the opponent and so on. The interpersonal negotiation could be known here by the speech roles produced; there were giving and its responses.

Conversation 4

As like conversation 2, there was no interpersonal negotiation realized in this conversation. Most of the speech roles were demanding and answering. The speakers produced 15 (fifteen) turns, but all of them were transactional. S-8

always gave some questions to S-7 then S-7 answered them and vice versa. However, S-8 gave more questions than S-7 did. It indicated that the conversation tended to be a transactional negotiation.

Conversation 5

Among 26 (twenty six) turns produced by the speakers, there were only 6 (six) turns realizing interpersonal negotiation. It could be shown in the table below. From the table, it could be seen that turns 13 to 16 showed both of the speakers gave their opinions about the messy room. S-9 always showed her passiveness to S-10 towards the room while S-10

contradicted S-9's statements.

Table 10. Interpersonal negotiation analysis 3

Turn no.	Speaker	Clause no.	Clause	Speech roles
13	S-10	ii	I leave this room with the with the clean situation.	Giving
14	S-9	i	So, it's your duty to clean up our room.	Giving
		ii	I don't care.	Giving
		iii	I just wanna sleep, okay.	Giving
15	S-10	i	I didn't did it.	Contradicting
16	S-9	i	You did it.	Contradicting
		ii	It's your place when you ehhh...when you were sleeping last night, the right, right?	Giving
		iii	Oh I don't care.	Giving
25	S-10	I	I don't want to do it.	Refusing
26	S-9	I	You know because this is my our room.	Giving
		Ii	It is not just my room	Giving

From the table, it could be seen that turns 13 to 16 showed both of the speakers gave their opinions about the messy room. S-9 always showed her passiveness to S-10 towards the room while S-10 contradicted S-9's statements. But finally, they could resolve it which was showed by the statements from S-9 in turn 26. It was only giving and responding in those clauses, no demanding speech role there. That was why the interpersonal negotiation occurred.

CONCLUSION AND SUGGESTION

From the observation of 10 (ten) students done by practicing the conversation in pairs, there were only 3 (three) pairs which could realize the interpersonal negotiation in their conversation seen from the speech roles that they produced; those are giving speech role and its responses. Most of students used declarative mood types (56.6 %) more in their

conversation. It indicated that they wanted to initiate the exchanges by giving information more often. The modality that they used most was probability modalization (41.2 %). With high and medium categories of probability, the students expressed their idea of the situation given. Though the students produced declarative mood more in their conversation, it did not directly indicate that they could realize interpersonal negotiation well. Most of the declaratives produced was more maintaining the information exchange. In other words, the declaratives produced as the giving speech roles were the responses from the demanding speech roles proposed by another speaker previously. The giving speech roles of the clauses produced by the students sometimes were inappropriate with the topic being discussed. It made the conversation inconvenient when the speakers produced them too often because it would influence the exchanging topic being discussed. It happened in conversation 5 in turns 11 and 15. The students also tended to produce major clauses (73.4 %) which indicated that the minor clauses which

characterized the interpersonal negotiation were ignored. Even though the use of modalization and modulation to express interpersonal negotiation was not problematic, they did not use it optimally; only 17 clauses out of 143 clauses made use of them.

In general, the following suggestions are addressed to the readers especially those who frequently speak English as their foreign language that the use of interpersonal negotiation in the conversation is a great importance for them to practice speaking English fluently and communicatively. Employing interpersonal negotiation when performing a conversation will be helpful for students. Therefore, the practice of interpersonal negotiation should be explored more in the English subject such as speaking class in a college. To produce a good speech needs a long process. Students need to be trained, practiced, and placed in a circumstance that they have the sense of real communication. At last, the realization of interpersonal negotiation in the conversation as discussed in this paper is also required to create good communication skill reflected in the speech we make.

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Discourse as Social Practice on Abdul Qodir Jaelani (AQJ) Case

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ABSTRACT

This study aims at describing social practices and explaining social agents' thought and belief in the discourse of Abdul QodirJaelani (AQJ). It uses a descriptive qualitative approach in the form of discourse analysis, by utilizing the Critical Discourse Analysis (CDA) and appraisal devices as instruments. The data obtained were 10 written newspaper textsof AQJ case taken from the Jakarta Post online newspaper. The units of analyses of the study are the whole texts in general and the clauses in particular. The results show that in situational level, the news productions are based on the continuity of situational development of AQJ case; in institutional level, the economic media of the Jakarta Post is more stable and the politics media involves the journalists' ideology stance in which represent readers' ideology; in the social level, the news attempt to attract readers' critical thinking of the AQJ case. Moreover, the social agents employed all three resources of attitudes that tend to be negative in terms of judgment, appreciation and affect. In sum, this study shows that meanings were realized through the representation of social agents and social events, afterwards the evaluation of kinds of attitudes were also negotiated in the news texts of AQJ.

Keywords : *appraisal system, discourse analysis, news articles, social agents, social practice*

INTRODUCTION

It has been generally observed that language as social semiotic deals with its function, that is, as a tool of communication. In social context, Fairclough (1989:20) defines it as language as a form of social practice. This paper examines the use of discourse as language choice relates to a specific context, particularly in news media. Nowadays, media attentions on sensational outcomes more focus on

fear, and selling story dealing with courts. As Schulz (2010) proves that family dispute sounds quiet unless a simple formula resounds in media issues. Media discourse shows how the news realizes in the text that informs the readers in negotiating the issues.

One of the popular issues in Indonesia is about children protection law which relates to Ahmad Abdul Qodir Jaelani (henceforth AQJ or usually called Dul), who had an

accident in Jagorawi toll. a fatal accident which happened in Jagorawi toll road, KM 8-200, Pondok Indah, South Jakarta, on Sunday, September 8th 2013 at 1.45 AM. Six people were reported dead, and nine people were injured, including Abdul Qadir Jaelani (AQJ), the youngest son of musician Ahmad Dhani and Maia Estianty. He is the main suspect of the accident happened. According to Police spokesperson Sr. Comr. Rikwanto, in Jakarta on Sunday, as quoted by *Antara* news agency and *the Jakarta Post*, told that AQJ was driving a Mitsubishi Lancer sedan at a high speed towards Jakarta's city center when he crashed into a road divider at a toll road, hitting oncoming traffic, including a Daihatsu Gran Max mini van and a Toyota Avanza mini van.

The transparency of AQJ case in the media re-sparked public debate about the children protection law. Related to the car crash, Sambodo as spokesman police explained that the police would have to use the existing Law No. 3/1997 on Juvenile Court and Law No. 23/2002 on child protection by the punishment at least 3 years that should be 6 years since his underage (*The Jakarta Post*, Sun, Sept

15 2013). The one who is very responsible for the case directly addressed to Dul's parents. Ahmad Dhani as the parent has already met the families of the car crash victims, and promised them compensation to pay for the education expenses of the victims' children, among other things. Nevertheless, in accordance to the law which is prescribed in Indonesia, Dul gets the punishments based on some considerations as the consequences of his recklessness.

A news article is dealing with what people feelings and comments when they read AQJ case and what issues or values that implied in the news article. It will be a representative of social practice as what occasion and events emerge in news. According to Warren (1999) in Kovach (2001:80), newspapers are not only vehicle of what is called news; they are common instruments of social intercourse, by which the citizens constantly discourse and debate with each other on subject, of public concern. Kovach (2001) adds that our society need news to life our lives, to protect ourselves, bond with each other, identify friends and enemies. Therefore, it is reasonable that news influence the quality of our

lives, or thoughts and our culture. In the other side, since each text in news articles is produced interactively between speakers and writers and (potential) readers, it can be used to interpret the interaction it manifests. Further, each interaction is an instance of the speakers' culture. Eventually, the different communicative events which obviously appear will create text in the discourse field. Journalism is one of the media used in conveying the information and mostly takes the interaction between those three elements; they are speakers, writers and readers. By reading news in media, it can enrich our knowledge and information about the worlds, and it may provide an authentic source for English education field. Besides, it can be seen how the writers' feeling and thinking about something in assessing behavior and the values of something, that so-called as appraisal. This study shows the realizing the appraisal system of AQJ case in *the Jakarta Post* news media

Discourse as Social Practice

According to Fairclough

(1989:29), discourse and practice are controlled by independent networks which can call 'orders'. They are social orders and orders of discourse. Social order refers to such a structuring of a particular social 'space' into various domains associated with various types of practices. Social orders as structure includes of types of practice. They comprise in relating to each other or structured. Likewise, orders of discourse will differ in both discourse types, and the way they are structured. Discourse analysis of the media allows us to describe and assess this sharing of meaning in close detail. It analyses which representations of the social world predominate and what kinds of interactions media texts set up between people and the world and between the powerful and the rest (Matheson, 2005:1) or it is so-called as the power behind the text constructed (Fairclough, 1989:43). In addition, it analyses how meaning is made differently in different media texts, and therefore what different ways of seeing and thinking tend to be found there.

Fairclough (1995a:57) points that Critical Discourse Analysis (CDA)

should know 'the social and cultural goings-on' which the text is a part of them. Thompson (1985, as cited in Fairclough 1995b:36) adds that mass communication has certain special properties which distinguish it from other forms of communication, and which partly attributable to the nature of the technologies which it deploys. Properties and spatial setting shows that a communicative event in media can actually be seen as a chain of communicative events (Fairclough, 1995b:37). The fundamental point is the time and place production of mass communication text is different from the time and place consumption, when an audience or readers views or hears or reads it. Indeed a mass communication text is likely to be consumed in various sorts of place and at various times particularly nowadays when the internet or broadcast news can be easily accessed anytime.

In approach to the media discourse, the media are shaped by the wider society. In terms of sociocultural practices, there are various levels that may constitute parts of the context of discourse practice; they are situational, institutional, and societal level (Fairclough, 1995b:38).

Situational implies how the text produced by considering situational aspect when a news/text produced. It may be different between one text among others by responding certain situations and social contexts. Institutional level indicates how the influence of institution in this case media of the Jakarta Post in production the discourse. It may come from internal or external power to determine the process of news production. The economic and political media certainly determine discourse that emerges in news media. Further, in the societal level, social factors will determine how the media production (Fairclough, 1995b:39-45). Thus, he emphasizes that the media discourse plays a vital role in the diffusion of such social and cultural changes Fairclough (1995b:51).

The case of AQJ can be taken into kinds of social events (text) in which it can be produced by the social practice in discourse. It appears in media texts, and then it becomes the social structures which represent the social habitual and social life of the AQJ and people around him as a part of societies. In sum, the order of

discourse structures component discourses in a particular way that can be referred to the order of discourse of the society as a whole. It can be determined by changing relationship of power at the level of social institutions or level of the society.

Critical Discourse Analysis (CDA) on the Media Discourse

Drawing on a variety of disciplines such as linguistics, sociolinguistics, and philosophy, Critical Discourse Analysis explores the relationship between “language/discourse/speech and social structure uncovering ways in which social structure impinges on discourse patterns, relations, and models (in the form of power relations, ideological effects, and so forth)” (Terry, 2013:43). He adds that CDA stresses to discourse as dialectical in the “ways in which individuals move through such institutionalized discursive regimes, constructing selves, social categories, and social realities”, meaning that discourse prescribes and is prescribed by the power relations within the social situation that surrounds exigencies of the discourse.

Critical Discourse Analysis is

a means of criticizing or critiquing the social order of power and inequality in language (Van Dijk, 2001). In other words, it is critical because it is rooted in a thorough critique of social relations. As such, CDA is “primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context” (Van Dijk, 2001: 352). It considers language as social practice where a relationship exists between an event and the situation in which it occurs.

This is a valuable tenant in understanding CDA because it leads to new ways of analyzing texts in relationship to race, class, gender, and nationality, and the ways in which these ideas help to encode discourse with socially constructed and governed ideologies. Rahmani (2010:33) elaborates the types of Fairclough’s CDA that, 1) Text: analyzing the text, Fairclough applies his analysis to all of lexicogrammatical and semantic properties of text; simultaneously he looks at text from different views as SFG always does. (Metafunctions); 2) Discourse practices: this practice can be divided in two institutional process

and discourse process. Discourse practice straddles the division between society and culture on one hand and discourse and language and text on the other hand; and 3) Socio-cultural practice: sociocultural practice for Fairclough contains the analysis of text with a special attention to economic, cultural and political.

In addition, Fairclough remarks that there are three level of analysis in sociocultural; they are situational level, institutional level, and social level (Fairclough, 1995b:35-52). In the level of situational, it deals with how the situational provides the issues to be considered. Moreover, Eriyanto (2012:322) emphasizes that a text that is produced to be news can be influenced by the situational aspects when it is created. In the level of institutional, it deals with the online newspaper of the Jakarta Post, as the media. The institutional level sees how the influences of organization of institution in discourse practice. It comes from the media itself and the external powers outside the media that also determine the production of the text in media. Eriyanto (2012:323) broadens that the importance factors in the institutional level is associated

with politics of media and economics media. The politics of media, according to Fairclough (1995b:36), should be considered in media analysis as well. He argues that media discourses "contribute to reproducing social relations of domination and exploitation" (Fairclough, 1995b:44).

In the social level, it can be seen that social factors are very influential to the text produced in the media. Fairclough (1995b) asserts that in media, text is determined by the social changes. In the social level, for instance, culture settles the development of news in the media. Eriyanto (2012:325) specifies that the social level is viewed in the macro analysis, such as politics system, economic and culture of society as the whole. Moreover, Mahfoudz (2013:130) remarks that ideological role of a language within the news discourse attempts in constructing representations of society. Text production can be considered by the writers' ideology and the culture or social context where the writers or social agents live and where the news articles are produced. The systems determine who has the power, what values are dominant in the society, and

how the values and the power of certain groups effect and regulate the media.

Appraisal System

Language is realized in a text to be meaningful. It means that there will be some key sets of resources for making meaning as text. Khoo, Nourbakhsh and Jin-Chean (2012) reveal that appraisal theory for adoption in manual as well as automatic sentiment analysis of news text (p.858). In addition, Martin and Rose (2003:66) propose the keys; they are appraisal, ideation, conjunction, identification, and periodicity. Ideation focuses on the 'content of a discourse, it concerns with how our experiences of 'reality', material and symbolic, is construed in discourse (2003:66). Conjunction looks at inter-connections between process: adding, comparing, sequencing, or explaining them (Martin and Rose, 2003:110), identification is concerned with tracking participants: with introducing people and things into discourse concerning with how discourse makes sense to the reader, by keeping track of identities. Then, periodicity concerned with information flow with

the way in which meanings are packaged to make it easier for us to make sense them (Martin and Rose, 2003:175).

Moreover, Eggins and Slade (1997:125) state "appraisal analysis examines the attitudinal meanings of words used in conversation. There are four categories of appraisal. Those are appreciation, affect, judgment, and amplification." Moreover, Martin & Rose, (2003:22) defines appraisal as system of interpersonal meaning. In line with this, value takes part in the appraisal. Generally, value is always composed of two kinds of comparisons among elements in a system. The first is that dissimilar things can be compared and exchanged, and the second is that similar things can be compared and exchanged (Martin & Rose, 2003:23). By looking the appraisals occur in the news media it can be concluded what actually people think and believe about the issue arise.

This study focuses on attitude as the realization of appraisal system. Attitude can be classified into several kinds. Martin and Rose (2003:28-29) as well as White (2001:22) classify three kinds of attitude: affect judgment

and appreciation. First, Affect is evaluation by means of the writer/speaker indicating how they are emotionally disposed to the person, thing, happening or state of affairs. It includes of this study adopts Martin and White (2005:49) kinds of affect and groups emotions into three major sets having to do with happiness or (in)happiness, satisfaction or (in)satisfaction, and security (in)security. In other side, White (2001:23) categorizes general emotions to the values that fall into fear and distress, hate and contempt, anger, love and happiness.

In the appraisal system, there are three subtypes of attitudes, they are; affect, judgment and appreciation (Martin and Rose, 2003:25). First, Affect is evaluation by means of the writer/speaker indication how they are emotionally disposed to the person. thing, happening or state affairs (White, 2001:22). Second, judgment (ethics) is normative assessments of human behavior typically making reference to rules or conventions of behavior (Martin and Rose, 2003:26; White, 2001:23). In addition, Martin and Rose (2003:28) only categorize judgment of character

as direct and implied, where it can be personally or morally judged positive or negative in terms of admire and praise or criticize and condemn. Third, appreciation (aesthetics) is assessments of the form, appearance, composition, impact, significance etc. of human artifacts, natural objects as well as human individuals (but not of human behavior) by reference to aesthetics and other systems of social value (Martin and Rose, 2003:27).

METHODS

This study uses a qualitative descriptive approach in the form of discourse analysis. The data were obtained from ten (10) news articles consisting one (1) editorial news article, one (1) entertainment article, four (4) Jakarta news articles, one (1) opinion article, and three (3) reader's forum articles. The data were written texts. They were gained in the form of documentation and closely reading. To manage them, some techniques are involved to obtain the data. They are data reduction, data displaying, and drawing conclusion. The data reduction and the data displaying are

also in line with sorting data and description in the data analysis. Moreover, the description, the data analysis and the interpretation are also included in the procedure of data analysis. There are two terms of analysis. They are analysis of social practice and appraisal system. In analyzing the social practice, this study uses analyzing area of Fairclough's CDA; they are social cultural and discourse practice. Then, in analyzing the text of news articles (appraisal system analysis), they are identified by breaking up the news into sentences, chunks or clauses for further analysis. After that, each chunk is analyzed based on appraisal system network utilizing Martin and Rose (2003) and White (2001). After that, the analysis of attitude is done by showing the affect, judgment and appreciation system. Then, the interpretation aims to show the findings to be settled in the conclusion as the social practice and appraisal system used in discourse of AQJ.

FINDINGS AND DISCUSSION

Social Practice Analysis

Analysis of socio cultural

practice is constructed the assumption that social context outside the media influences how the discourse occurs in the media itself. In this case, this study initiated the findings of some context of situation and context of culture that viewed the social practice of AQJ case as the focus of this current study. They were inevitably influenced by the writer's culture in general and the ideologies of the social agents as the writers, the participant, and of course the social life of AQJ as the core focuses of analysis.

In the situational level, the new values that occur in the AQJ news articles are prominence and timeliness. The news are indicated prominence due the media blow up the well-known of AQJ as the son of popular musicians, moreover the news is included to the general views of the high social class in society, particularly in Indonesia. Likewise, the timeliness value is also considered since the importance of enlargement of the case should be presented to consume as soon as possible otherwise they will lose their newsworthiness.

This study examined ten (10) news articles about AQJ as the representative news that available in

the *Jakarta Post* online newspaper. Each of them was constructed based on the different situational as the sequence of events which happened along with the case to maintain public interest. The researcher obtained news

from different column as part of the newspaper, and eventually it was obviously seen that different situation attracted readers to comment. In general, Table 1 summarized the topics of each news.

Table 1 Summary topics of AQJ news

News	News Topic/ Date
1.	Ahmad Dhani's son (refers to AQJ) named suspect after investigation by police in the car crash location (Sept, 09 2013)
2.	Ahmad Dhani's son must get tough sanctions of his deed. (Sept, 09 2013)
3.	Monster Kids (Sept, 11 2013)
4.	Ahmad Dhani to pay compensation to crash victims (Sept, 11 2013)
5.	Police to send second later to AQJ's parents (Ahmad Dhani and Maia Estianty) (Sept, 12 2013)
6.	Opinion about parents who sometimes allow their children as underage driver. Parents, don't give keys car to your children (Sept, 12 2013)
7.	Police put off questioning Dul (AQJ) due to health issues (Sept, 26 2013)
8.	Dhani to sue insurance company (Oct, 03 2013)
9.	Dul's file delivered to district attorney (Nov, 15 2013)
10	Dani's son faces prison over reckless driving (Feb, 28 2014)

In terms of institutional level, the institutional here means the media specifically the *Jakarta Post*. The readers can access *theJakarta Post* newspaper both in the media press and online media in its website, <http://www.thejakartapost.com>. In the level of institutional, in terms of media discourse, In *theJakarta Post* online newspaper, it previews some advertisements. Moreover, its edition and other publications also printed out into *the Jakarta Post* printed newspaper, *Bali daily* and *Sunday*

edition. Those facts show the stability of its economy since it still can be accessed and consumed by the readers nowadays. In addition, the *Jakarta Post* has covered the politics of media, in which the ideology of the writers as well as social agents can be obviously shown in the way they produce the text as news articles and the opinion and commentaries about AQJ case. It can bridge the inspiration, people think and believe, proofed by how the media convey public's message in the views rubric and how they blow the

case in the reader's forum and other rubrics to give the information of AQJ case as media politics media obligatory as the bridge of nation and society.

In social level, it shows that the permissive culture which Ahmad Dhani as a parent gives to Dul as a minor allow him to be brave in doing something includes also taking his father's car key without permission. Dul did not think about the consequence because of his father is sometimes busy of his job and for reminding that he has new family and so-called '*Republic Cinta*' management makes him permissively tolerate with his son's deed. In terms of how the social agents of this news of AQJ, it can be seen how the people thought and believe about this case.

Most of the people regret about the AQJ case. Society believes that it cannot be happened when the children are protected and educated well. Environment, includes of AQJ social live, his friends, environment surrounding him, school, particularly his parents shape his attitudes and deeds. It represents social act, where nowadays, most of the children have similar case. Our government, society and also family should be aware of this.

Appraisal System Analysis

Appraisal system shows the social agents' think of and believe in the AQJ case. It deals with what kinds of appraisal devices that emerge in the news articles of AQJ.

Table 2 Result of appraisal system analysis (quantification)

No.	Attitude	Evaluation	Σ		%	Total
1.	Affect	Positive	9	11	5.98 %	23 (12.5 %)
		*positive	3			
		Negative	11	12	6.52 %	
		*Negative	1			
2.	Judgment	Positive	19	24	13.04 %	102 (55.43%)
		*positive	5			
		Negative	77	78	42.39 %	
		*negative	1			
3.	Appreciation	Positive	22	24	13.04 %	59 (32.06%)
		*positive	2			
		Negative	34	35	19.02 %	
		*negative	1			
Total			184	100	184	

Table 1 above shows the most attitudes appear in the news of AQJ is judgment. The differences in the percentage and the quantity statistically can be seen in the table 2. Negative judgment also came from judging personally of social agents relates with the AQJ, especially for Dul's parents and assessment of their behavior especially AQJ as minor. The negative judgment of personal and moral predominantly came from readers' comment whether direct or imply, by the highest judgment is propriety that is, about how ethical people behave.

The appreciation is also more negative. By placing writers as the representative of social agents, journalists, social actors, and the readers represented their appreciation by their own perception. Journalists based on their ethics have a power and attempt to be more objective than readers. Meanwhile, the social actors as well as readers were more subjective in appreciate the AQJ case. It shows that the discourse contributes sustainability of social power (Johadi and Abdullah, 2012: 68). The least frequently used in the news is negative. Most the news comprised in

the direct or implicit statement. It involves the writers as 'non-authorial' minor in the form of 'authorial'. It indicates how social agents' feeling about the case, and how they responded emotionally the person, thing, happening or being evaluated. In sum, the most appraisal system occurred were negative in case of facing the social phenomena such AQJ case.

CONCLUSION AND SUGGESTION

Sociocultural practices are the analysis of three levels of situational, institution, and social in certain cases. Situational level is generated by considering situational aspect when the texts are produced. Amongst text of AQJ, they obviously reveal different situation of each text. *The Jakarta Post* as the institution in this study, attempts to maintain readers' attention on AQJ, by creating various situational context and qualified news. Moreover, it reflects the economic media as well as political media. In terms of social level, it generally shows how the social agents think of and believe on the AQJ case. With the

ideology of social actors and commentaries from what journalists established in the news of AQJ, it perceives how the text represented the ideology of the writers, as well as the appraisal system that mostly appeared in negative evaluation.

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The Effectiveness of Classroom Discussion in Improving English Speaking Skill among The Students of SMP N 3 Depok

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ABSTRACT

The objective of the research is to investigate whether or not there is a significant difference in the mastery of the speaking skill between the students who are taught by using classroom discussion and those who are taught without using classroom discussion. This study is a quasi-experimental study employing two groups. The experimental group is 8A and the control group is 8C. The data were collected by using an achievement test. The data of both pre-test and post-test scores from the control and experimental groups were analyzed by using inferential statistics. To test the hypothesis, the researcher used t-test to find out the differences of speaking skill mastery achievement between control and experimental groups. The result of post-test indicates that t_o is higher than the t value at the significance level of 5%, i.e. $2.106 < 2.000$. The level significance is 0.037. It is lower than 0.05. It was found that the mean of the post-test scores and gained scores of the experimental group were higher than that of the control group. The standard deviation of the experimental group decreases from 7.30 to 6.92 or the scores of the experimental group from pre-test to post-test are more homogenous. While, the standard deviation of the control group increases from 7.53 to 8.36 or the scores of the control group from pre-test to post-test are more heterogeneous. Besides, the mean of experimental group increases 207% from the standard deviation of the pre-test. While the mean of the control group also increases 147% from the standard deviation of the pre-test. It is found that classroom discussion is effective in improving English learning achievement in student's mastery of speaking and there is a significant difference between both classes.

Keywords : *discussion, speaking, learning achievement*

INTRODUCTION

The activities done in the classroom should facilitate and ensure learning. Because the students are learning, they need more time to use English in the classroom than the teacher. The teacher uses English as models of language exposure so that the students learn real language use,

but the students need much more time to practice. Based on the result of the research conducted by Ghazali (1999) and Andrianto (2000) as quoted by Ekomunajat (2004:2), it indicates that the students at junior high schools are still unable to communicate in English although they have been learning English for more than six years. It is because they do not have adequate

time to practice their language in the class and outside of the class. The earlier observation also shows that the usual speaking approach at SMP N 3 Depok is always non-classroom discussion techniques. Therefore, the students are prepared to learn speaking within the texts available in the student's book. These models of dialog of course are limited because the students have no chance to express their own ideas, and they have no challenge to create new situations. So, it is necessary for the teacher to have a method which has an effective way in the communicative speaking activities. Students must be given opportunities to practice the language they are learning. In other words, teacher's talk time should be minimized and students' talk time must be maximized. Teachers should decide the suitable method which can meet learners' characteristics.

There are various types of method in English teaching such as grammar translation method, direct method, audio lingual method, Communicative language teaching, Silent way, suggestopedia, total physical response, and natural approach (Brown, 2001:24).

Communicative Language Teaching (CLT), meanwhile, is an approach in which many kinds of methods and technique can be developed so that they can be conducted directly in the teaching learning activity. CLT is an approach in which many kinds of methods and techniques can be developed so that they can be conducted directly in the teaching learning activity. There are many activities like discussions, role plays, interviews, information gap activities, games, language exchanges, surveys, pair works. One of them is discussion.

Discussion creates an effective and efficient teaching and learning program. It also creates active participation of the students as the subject and object of teaching and learning program. Ideally, students come to class with great motivation, that is, the willingness to learn. Students are expected to possess reasonable English skills in order to cope with the course. In addition, they must bring their knowledge of the world to play to ensure that learning is an active process, not a passive one (Chayanuvat, 1996:7) Discussion is the appropriate method to cope with this problem.

In the learning process, discussion is also used as a stimulus to grow students' interest, enthusiasm, motivation on what is being presented in a particular lesson. Classroom discussion technique hopefully can reduce the student's feeling of being burdened with the English learning process in the classroom and encourage better speaking performance in communicative contexts. A number of research studies related to discussion had shown that discussion approaches produced strong increases in the amount of student talk and concomitant reductions in teacher talk, as well as substantial improvements in text comprehension (Murphy, 2009). Few approaches to discussion were effective at increasing students' literal or inferential comprehension and critical thinking and reasoning. It is also suggested to be used in the class for teachers (Howard, 2004).

In classroom discussions,

students are creating positive peer relationship. According to Jones (1998; 93), peer relationships influence students' achievement in several ways. First, peer attitudes toward achievement affect students' academic aspirations and school behavior. Second, the quality of peer relationships and personal support in classroom affects the degree to which students' personal needs are met and, subsequently, their ability to be productively involved in the learning process. Third, peer relationship can directly affect achievement through cooperative learning activities.

There are some criteria for good discussions. The discussions will run well and reach the aim if they fulfill some requirements. The supporting and interesting situation must be created in order to achieve the good discussions. It is in line with the principle of students taking responsibility for their own learning (Celce-Murcia, 2000:106).

Harmer (1991:124) states that there are three types of discussion activity. They are buzz group, controversial topic, and debate. First, buzz group is discussion where the students are in loose groups of three or

four (the number is unimportant). Frequently the teacher may ask them to think all possible things that they are discussing. The example might be the students are going to read a text about hobbies. The teacher puts them into groups for a session about two minutes. They should think about kinds of hobbies that they can figure out. They could be put into buzz discussion to think of as many activities as possible. It can form the prelude to a larger discussion session.

Second, controversial statements are good discussion provokers. The students are given the following statements about smoking and told that they have to circle the number which best reflects their agreement or disagreement with the statement (0 = totally disagree, 5 = totally agree). When they have done the activity, they compare their answers in pairs and then groups. They have to agree a score. It is for consensus activity. This technique is a good example of using a small task to provoke discussion.

Third, debate is suitable for more advanced classes. Students are given a controversial proposition such as *Yogyakarta must be free from*

beggars. They are then put into two groups which have to prepare arguments either in favor of the proposition or against the proposition. When the arguments are ready, the teams elect a first and second person who makes formal speeches to argue their case. All the other students can then take part with short interventions. At the end of the discussion, the teacher can organize a free vote to see whether the proposition wins or not.

According to Arends (1997:211) there are also other types of discussion and the approach chosen that are included in the effective classroom discussion. The first approach is recitation exchange. It uses direct instruction. It has a brief question and answer session about assigning task. The teacher gives specific instruction first to the students. The second approach is problem-based discussion. It is about memorizing and understanding some materials. The next step is the teacher provides a question and answer session about assigning task. It engages students in higher and order thinking. It motivates their intellectual investigation. The last approach is sharing-based discussion. It is about

sharing the student's common experiences. They must have different opinions based on their experiences.

The reason why the writer chose discussion is because facilitating more effective classroom discussions constitutes a fundamental first step toward helping the students simply shouting at each other as a means of "communication". The most natural and effective way for learners to practice talking freely in English is by thinking out some problems or situations together through verbal interchange of ideas or to discuss. It can make the students use their language by building sense of community in the classroom. Discussion can also be an alternative solution to the problem of how to encourage students to speak because when they are asked to express themselves in a foreign language, they may find some difficulties to express their intentions. Furthermore the problems in this research can be formulated as follows: (1) How is the English learning achievement of student's speaking mastery of the students who are taught by using classroom discussion? (2) How is the English learning achievement of

student's speaking mastery of the students who are taught without using classroom discussion? and (3) Is the classroom discussion effective for improving the English speaking skill of the second year students of SMP N 3 Depok? On the basis of what is discussed in the theoretical review and the conceptual framework, the writer proposes a research hypothesis: "There is a significant difference in the English speaking skill mastery between the students who are given classroom discussion activities and those who are not."

METHODS

This study is categorized as a quasi-experimental research design. It uses classical pretest-post-tests. There are two variables in this study: dependent and independent variables. The independent variable is the way of testing. The dependent variable is the students' speaking mastery. The setting of the study is in SMP N 3 Depok, Yogyakarta. It is located in Sopalan, Maguwoharjo, Depok, Sleman, Yogyakarta Special Territory. There are four classes in the second grade. The numbers of the students are

146. Every class has 36 students. They are all students of the second grade in the 2009/2010 academic year. The samples of this study are the second grade students of SMP N 3 Depok. The number of students is the same. The setting is in an educational institution which already has composition of the students in each class. The distribution has all been set by the school. So, the technique of sampling is judgment sampling. The researcher chose two classes of second grade in SMP N 3 Depok on the basis of their characteristics. They should fulfill the same requirements to be the students of SMP N 3 Depok in 2009/2010 academic year. Besides, there are still some other requirements to be fulfilled. They are of the same age. They are the first grade graduates of SMP N 3 Depok, and they are in the same school environment. The classes are 8 A and 8 C. These are the classes that have the same characteristics in learning English because of the same teacher in their second year in SMP N 3 Depok. Class 8 A has 36 students and 8 C has 35 students. So, the number of the sample is 71. The random assignment resulted in class 8A as the experimental group and 8C

as the control group. Meanwhile, class 8B is a sample class of the try-out before the research was applied. The research instruments which are used in this study are pretest -post-tests.

The validity of the instrument used content validity with the blue print of the instrument, construct validity established through 'expert judgment' and item validity by the product moment correlation. The test was tried out on 36 students in class 8B. The tests were held on the February 15th and 18th 2010. The scores were analyzed by using the SPS computer program of Sutrisno Hadi and Yuni Pamardiningsih, 2000 edition. The result of the computation shows that all of the item numbers were valid. To know the reliability of the research, the KR-20 formula is applied (Hatch and Farhady, 1982: 247). The researcher also employed the SPS computer program of Sutrisno Hadi and Yuni Pamardiningsih, 2000 edition to analyze the reliability of the test. The computation showed that the reliability coefficient for pre-test of try out I is 0.891, the reliability coefficient for post-test of try out II is 0.898, if the instrument test refers to the value of reliability coefficient (α

>r table), the research instrument can be regarded as reliable.

The sources of data were two classes in the second year of SMP N 3 Depok, Yogyakarta. There were two tests given, pre-test and post-test. The first was pre-test. It was conducted to know the speaking mastery of the students before they were given the treatment. The second was post-test. It was conducted to know the speaking skill of the students after they got the treatment. The treatment was conducted in six meetings for the experimental group and control group. The treatment had three meetings per week. The duration of each meeting was eighty minutes. The researcher discussed the schedule with Mrs. Ardaniyah, the English teacher of SMP N 3 Depok. The experimental group was on Monday and Tuesday while the control group was on Tuesday, Friday and Saturday. The researcher followed the school schedule in conducting the treatment. Table 2 outlines the time schedule of the study.

The pre-achievement measurement was conducted on Wednesday, 19th of January 2010 for the experimental group and on Friday,

22th of January 2010 for the control group. The implementation of the treatment to the experimental group was done in January and February 2010. It took place according to the time schedules of the school. Meanwhile, the pre-achievement measurement was conducted on Wednesday, 16th of February 2010 for the experimental group and on Friday, 19th of February 2010 for the control group. Both classes had different time schedules for the English subject.

To find out the category of learning achievement for the pre- and the post-test results, the researcher used the ideal mean and the ideal standard deviation. Nurgiantoro (2009: 395) states that for the achievement test, the ideal mean is 60% from the highest score and the ideal standard deviation is 25% from the ideal mean.

There were 10 items in the test. It is a test which has the value 10 for the correct answer or based on the rubric of the speaking performance. So, in this research the highest score for the test is 100. The ideal mean is $60\% \times 100 = 60$. The ideal standard deviation is 25% of 60 equal to 15. Thus the category of students'

speaking mastery can be put according to:

Table 1. The Category of Students' Learning Achievement

Score range	Category
90 <	excellent
75 – 89	very good
60 – 74	good
45 – 59	poor
30 – 44	very poor
> 29	extremely poor

The data from the procedure of data collection show the score of test before the treatment and after the treatment. The score of test made after the treatment indicates the progress in the speaking skill. These are subjected to the data analysis. The statistics used in the data analysis in the quantitative research are descriptive and inferential analyses.

The descriptive analysis discussion of the variables under this study is based on their computation of the mean, standard deviation, and the lowest and highest scores (Suharto, 2002: 17), normality test (Weinbergh and Schumaker, 1969: 212), homogeneity test (SutrisnoHadi, 2004: 312) and the inferential statistics with statistical t-test. The test is utilized to uncover the difference between the scores of the speaking skill test

obtained in the pre-test and those in the post-test and to determine if there has been any improvement in the students' speaking skill after the treatment is given (Suharto, 2002:70).

RESULTS AND DISCUSSION

The table below describes the statistical data of the pre-test and post-test scores of the students speaking mastery of the experimental group. The statistical data consist of the information about the number of cases, the sum of scores, mean, and standard deviation.

Table 2. Statistical data of the Pre-test and Post-test Score of the Experimental Group

Data	Pre-test	Post-test
Number of cases	36	36
Sum of scores	2153	2697
Mean	59.80	74.92
SD	7.30	6.92

The mean of pre-test and post-test increases from 59.80 to 74. 92. If it is consulted to the table of categorization, it is clear that the students' speaking mastery improves from the poor to the good category because after applying the classroom discussion method, the mean of the

post-test scores lies between the numbers of 60 – 74.9.

The standard deviation of pre-test in the experimental group is 7.30 and the standard deviation of post-test in the experimental group is 6.92. It decreases from 7.30 to 6.92. It can be concluded that the scores of the experimental group from pre-test to post-test are more homogenous. The mean also increases 207% of standard deviation of the pre-test.

The data of the pre-test and post-test of the control group were obtained by using the same test as the data from the achievement pre-test and post-test of the experimental group. The table below illustrates the statistical data in the pre-test and post-test scores of the students' speaking mastery in the control group. The statistical data consist of the information about the number of cases, sum of scores, mean, and standard deviation.

Table 3. The Statistical Data of the Pre-test and Post-test Scores of the Control Group

Data	Pre-test	Post-test
Number of cases	35	35
Sum of scores	2102	2488
Mean	60.06	71.09
SD	7.53	8.36

The mean of pre-test and post-test increases from 60.06 to 71.09. If it is consulted to the table of categorization, it is clear that the students' speaking mastery stays in the good category because the mean of the post-test scores still lies between the numbers of 60 – 74.9.

The standard deviation of pre-test in the control group is 7.53 and the standard deviation of post-test in the control group is 8.36. It increases from 7.53 to 8.36. It can be concluded that the scores of the control group from pre-test to post-test are more heterogeneous. The mean also increases 147% of standard deviation of the pre-test.

Statistical Data of the Effectiveness of Classroom Discussion in Improving the Students' Speaking Mastery between the Experimental Group and the Control Group is described by the following statistical data:

Table 4. Statistical Data of the Effectiveness of Classroom Discussion

Data	Experimental Group	Control Group
Number of cases	36	35
Sum of score	2697	2488
Mean	74.92	71.09
SD	6.92	8.36

The table above shows that there is a difference between the scores of the experimental and the control group. The mean of the students who were taught by using classroom discussions is 74.92, while the mean of the students who were not taught by using classroom discussions is 71.09. It confirms that the mean and the improvement of the effectiveness of classroom discussions in improving students' speaking mastery in the experimental group is higher than that without using classroom discussions in the control group.

The number of the students of the experimental group in the good category increases 36.1%, while the number of the students of the control group in the good category increases 25.7%. It confirms that the increasing number of the students in the good category in the experimental group is higher than that of the control group.

The standard deviation of the experimental group decreases from 7.30 to 6.92 or the scores of the experimental group from pre-test to post-test are more homogenous. While, the standard deviation of the control group increases from 7.53 to 8.36 or the scores of the control group

from pre-test to post-test are more heterogeneous. It can be concluded that the scores of the experimental group become homogenous while the scores of the control group become heterogeneous.

Besides, the mean of experimental group increases 207% from the standard deviation of the pre-test. While the mean of the control group also increases 147% from the standard deviation of the pre-test. It can be concluded that the increase of the mean in experimental group is higher than that of the control group.

To find out whether or not there is a significant difference of the students' speaking mastery between the students' who were taught using classroom discussions and those who were not taught using classroom discussions, the t-test was applied. Before the t-test was operated, the pre analysis testing was applied in this research. The pre analysis testing included test of normality and test of homogeneity. The discussion of the pre analysis testing is as follows.

The normality test is used to know whether or not the distribution of scores is normal. In this case, the chi – square technique was employed.

The test of normality was applied to the pre-test of the experimental group. The distribution is said to be normal if the obtained Chi-square value (χ^2_o) is lower than the critical value (χ^2_t)

with the significance level of 5% and (df) equals with $n - 1$. The following table confirms the summary of the normality test result.

Table 5. Result of the Test of Normality

Variable	χ^2_o	$\chi^2_{5\%}$	df	p	Statement	Test
Experimental Group (X_1)	11.843	12.592	6	0.07	Normal	Pre-test
Experimental Group (X_2)	7.479	16.919	9	0.59	Normal	Post-test
Control Group (X_1)	13.776	14.067	7	0.05	Normal	Pre-test
Control Group (X_2)	8.628	16.919	9	0.47	Normal	Post-test

χ^2_o = The Chi-square of the observation.

$\chi^2_{5\%}$ = The Chi-square of the table in the significance level of 5%.

df = Degree of freedom

p = Degree of significance ($p > 0.05$ = normal).

In terms of the pre-test, Table 19 above shows that χ^2_o value of the pre-test of two groups (the experimental and control groups) is lower than χ^2_t 5% value, i.e., $11.843 < 12.592$ and $13.776 < 14.067$. Thus, it can be stated the data tend to be normal. The level of significance of the groups is also higher than 0.05, i.e. $0.066 > 0.05$ and $0.055 > 0.05$. Therefore, the pre-test data of the

groups is once again, proved to be normal.

In relation to the post-test, Table 23 above shows that χ^2_o value of the post-test of two groups (the experimental and control groups) is lower than χ^2_t 5% value, i.e., $7.479 < 16.919$ and $8.628 < 16.919$. So, it is clear that the data are normal. The level of significance of the groups is also higher than 0.05, i.e. $0.587 > 0.05$ and $0.472 > 0.05$. Once again, the post-test data of the groups are proved to be normal.

The homogeneity test is applied to know whether or not the two groups are in the same condition or whether the sample variance is homogeneous

or not. The analysis technique employed to analyze whether the sample variance is homogeneous or

not is the F-test. The table below describes the descriptive analysis of the homogeneity test result.

Table6. Descriptive Analysis of the Homogeneity Test Result

Variable	Var– max	Var - min	F_o	F_t 5%	P	Statement
X	56.644	53.247	1.064	1.760	0.428	homogeneous

F_o = F value on the observation.

F_t 5% = F value of the table in the significance level of 5%.

Var-max = The maximum variance result.

Var-min = The minimum variance result.

p = Degree of significance ($p > 0.05$ = normal).

It can be seen from the table that the value of F_o is less than F_t , i.e. $1.064 < 1.770$ (the complete computation is enclosed in Appendix V). So, it can be declared that the sample of variance is homogeneous. The level of significance is more than 0.05, i.e. $0.428 > 0.05$. Therefore, the sample of variance is, once again confirmed to be homogeneous.

Hypothesis Test

After describing the data of the variables, the normality test and the homogeneity test, the researcher then did the analysis to the test of hypothesis. The test of hypothesis aims at revealing whether or not there is a significant difference between the

two groups in their mean scores of the English speaking mastery test. The hypothesis of this research is “There is a significant difference in the English speaking skill mastery between the students who are given classroom discussion activities and those who are not.”

The table below describes the scores of the tests of the experimental group and control group. It gives details about the pre-test and post-test scores of the students’ speaking test of both groups.

The table below shows that the mean of the post-test scores of the experimental group is higher than that of the control group i.e., $74.92 > 71.09$. Then, the mean score of the gain

scores of the experimental group is also higher than that of the control group i.e., $15.11 > 11.03$.

Table 7. The Score of the Speaking Test

Variable	N	Pre-test		Post-test		Gain	
		X1	SD1	X2	SD2	X3	SD3
A1	36	59.80	7.30	74.92	6.92	15.11	6.32
A2	35	60.06	7.53	71.09	8.36	11.03	5.17

A1 = The experimental group
 A2 = The control group
 N = Number of the students
 X1 = Mean of the pre- test score
 X2 = Mean of the post- test score
 X3 = Mean of the gain score
 SD1 = Standard deviation of pre-test
 SD2 = Standard deviation of post-test
 SD3 = Standard deviation of gain

more homogenous. While, the standard deviation of the control group increases from 7.53 to 8.36 or it is more heterogeneous. It can be concluded that the scores of the experimental group become homogenous while the scores of the control group become heterogeneous. Besides, the mean of experimental group increases 207% from the standard deviation of the pre-test.

While the mean of the control group also increases 147% from the standard deviation of the pre-test. It can be concluded that the increasing mean in the experimental group is higher than that in the control group. Table 21 confirms the summary of the t- test analysis result of the students' speaking mastery.

The table below indicates that t_o is lower than the t value at the significance level of 5%, i.e. - $0.143 < 2.000$. It is higher than 0.05.

It confirms that the mean and the improvement of the effectiveness of classroom discussions in improving students' speaking mastery in the experimental group is higher than that without using classroom discussions in the control group. The standard deviation of the experimental group decreases from .30 to 6.92 or it is

Table 8. T-test Result of the Pre-Test

Variable	t_o	t_t 5%	df	P	Conclusion
A1- A2	-0.143	2.000	69	0.882	$t_o < t_t$

A1 = The experimental group

A2 = The control group

t_o = t value on the observation

df = Degree of freedom (n – 2)

t_t 5% = t value of the table in the significance level of 5%.

p = Degree of significance ($p < 0.05$ = normal).

Therefore, it can be stated that the pre-test scores of the experimental group is not significantly different from that of the control group. It means that in the beginning, the students' speaking ability of the pre-test between students who are taught with classroom discussion in the English teaching and learning process and those who are not taught with classroom discussion in the English teaching and learning process is not significantly different.

Table 9. T-test Result of the Post-Test

Variable	t_o	t_t 5%	df	P	Conclusion
A1- A2	2.106	2.000	69	0.037	$t_o > t_t$

The table indicates that t_o is higher than the t value at the significance level of 5%, i.e. $2.106 < 2.000$. The significance level is 0.037. It is lower than 0.05.

Therefore, it can be stated that the post-test scores of the experimental group is significantly different from that of the control group. It means that in the end, the students' speaking ability of the post-

test between students who are taught with classroom discussion in the English teaching and learning process and those who are not taught with classroom discussion in the English teaching and learning process is significantly different.

The table below indicates that t_o is higher than the t value at the significance level of 5%, i.e. $2.975 > 2.000$. The significance level is 0.004.

Table 10. T-test Result of the Gain

Variable	t_o	t_t 5%	df	P	Conclusion
A1- A2	2.975	2.000	69	0.004	$t_o > t_t$

It is lower than 0.05. Thus, the null hypothesis of no treatment effect is rejected and the proposed hypothesis which states “There is a significant difference of speaking mastery between the students who are taught using classroom discussions in the English teaching and learning process and those who are not taught without using classroom discussions” is accepted.

There are some results revealed in the findings. Based on the analysis, it shows that there is a significant difference in the speaking skill mastery between the students who are taught using classroom discussions in the English teaching and learning process and those students who are not taught using classroom discussions. In general, the students’ scores of experimental group are higher than the students’ scores of control group after the implementation of the classroom discussions.

The result of post-test indicates that t_o is higher than the t value at the

significance level of 5%, i.e. $2.106 < 2.000$. The significance level is 0.037. It is lower than 0.05. Then, the gain that shows the mean score of the experimental group is 15.11 while the mean score of the control group is 11.03. The mean score of the experimental group is higher than the mean score of the control group, i.e. $6.027 > 0.949$.

The standard deviation of the experimental group decreases from 7.30 to 6.92 or the scores of the experimental group from pre-test to post-test are more homogenous. While, the standard deviation of the control group increases from 7.53 to 8.36 or the scores of the control group from pre-test to post-test are more heterogeneous. Besides, the mean of experimental group increases 207% from the standard deviation of the pre-test. While the mean of the control group also increases 147% from the standard deviation of the pre-test.

It can be concluded that the mean percentage from the standard deviation of pre-test and the t -test in

experimental group are higher than the control group. Besides, the scores of the experimental group become homogenous while the scores of the control group become heterogeneous. Briefly, the use of classroom discussions can improve the students' speaking mastery. Therefore, it is clear that the classroom discussion is an effective technique in improving students' speaking skill mastery of English as shown in the experimental group. Thus, the null hypothesis of no treatment effect is rejected and the proposed hypothesis which states that "There is a significant difference in the speaking mastery between the students of SMP N 3 Depok who are taught using classroom discussions in the English teaching and learning process and those who are not taught without using classroom discussions" is accepted.

CONCLUSION

The conclusion of this study is made on the basis of the data analysis. The mean of pre-test and post-test in experimental group increases from 59.80 to 74.92. So, the students' speaking mastery improves

from the poor to the good category. The standard deviation of the experimental group decreases from 7.30 to 6.92 or the scores of the experimental group from pre-test to post-test are more homogenous. The mean of experimental group increases 207% from the standard deviation of the pre-test. The English learning achievement of student's speaking mastery from the students who are taught without using classroom discussion are:

The mean of pre-test and post-test of control class increases from 60.06 to 71.09. So, the students' speaking mastery stays in the good category. The standard deviation of the control group increases from 7.53 to 8.36 or the scores of the control group from pre-test to post-test are more heterogeneous. The mean of the control group also increases 147% from the standard deviation of the pre-test. From the comparison of experimental and control group, it can be found that the result of post-test oft o is higher than the t value at the significance level of 5%, i.e. $2.106 < 2.000$. The level significance is 0.037. It is lower than 0.05. So, the proposed hypothesis which states

“There is a significant difference of speaking mastery between the students who are taught using classroom discussions in the English teaching and learning process and those who are not taught without using classroom discussions” is accepted.

The standard deviation of the experimental group decreases from 7.30 to 6.92 or the scores of the experimental group from pre-test to post-test are more homogenous. While, the standard deviation of the control group increases from 7.53 to 8.36 or the scores of the control group from pre-test to post-test are more heterogeneous. So, the scores of experimental group become homogenous and control group become heterogeneous.

Besides, the mean of experimental group increases 207% from the standard deviation of the pre-test. While the mean of the control group also increases 147% from the standard deviation of the pre-test. So, the increasing mean from the standard deviation of the pre-test in experimental group is higher than that in the control group.

Therefore, the hypothesis reading “the speaking mastery of the

students who are taught by using classroom discussions is higher than that of those who are taught without using classroom discussions” is accepted. In other words, the proposed hypothesis that states “There is a significant difference in the speaking skill mastery between the second grade of junior high school students who are taught by using classroom discussion and those who are taught without using classroom discussion of the second year students of SMP N 3 Depok” is accepted. Therefore, using classroom discussions in the English teaching learning process is suggested to apply in the learning activities. In line with the effectiveness, it is clear that using classroom discussion in the English teaching learning process is more effective than that without classroom discussions. By using classroom discussions, the students will find it easier to comprehend the material given. They will have chance to speak and will be happy to learn English. They will not be afraid in sharing their opinion, in revising their friends opinion and debating their opinion orally. In order words, they will achieve better in speaking. From the result of the research, classroom

discussions can create creativity in presenting and conducting the teaching learning process. So the teachers through classroom discussion can improve the use of various interactive activities in order to make the students interested in learning the materials and ease the teaching and learning program. It can also decrease boredom when the English-learning process is going on. It can also create fun and interesting activities that provide students to compete and discuss the material among them. It implies that discussion is a necessary teaching method in the English teaching-learning process so that the teacher can use classroom discussion in the teaching-learning process.

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THE 2013 CURRICULUM BASED SYLLABUS FOR SENIOR HIGH SCHOOL'S ENGLISH EXTRACURRICULAR PROGRAM

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ABSTRACT

The study aimed at designing syllabus for English extracurricular in SMAN 1 Seyegan based on the 2013 Curriculum. This was Research and Development (R&D) study using ADDIE model. There were five stages in conducting the research; (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation. This study involved 15 students of ten graders who registered to English extracurricular program. To gain the Needs Analysis (NA), the researcher used observation, questionnaire, interview, and documentation. This study found a 2013 curriculum based syllabus using is matrix format. It consists of 21 units for two semesters; 'Introduction', 'Greeting, meeting and parting', 'Self-Introduction', 'Compliment', 'Caring', 'Past Time', 'Descriptive Text', 'Announcement Text', 'Introduction to Public Speaking', 'Speech', 'Storytelling', 'Indonesian Culture', 'Foreign Culture', 'Study Abroad', 'Writing a letter', 'Debate Contest', 'Australasian Debate Style', 'British Debate Style', 'Vacation' and 2 units for semester exam. It was appropriate with the 2013 Curriculum based on (1) an expert judgment from Mercuru Buana University of Yogyakarta; (2) the Focus Group Discussion from English teacher and school principal of SMA N 1 Seyegan; (3) the results of pre-test and post-test in two cycles which showed there was improvement. Based on the findings above, it is recommended for the further researcher to develop the designed syllabus into module for English extracurricular.

Keywords : *needs analysis, R&D, ADDIE, curriculum, syllabus design*

INTRODUCTION

In the academic year 2013/2014, the Indonesian Ministry of Education changed the School Based curriculum into the 2013 Curriculum. The change affects many aspects related to the curriculum implementation. In connection to the English Language Teaching (ELT),

the comprehensive changing create a number of problems, including (1) omitting English course from elementary school; (2) reducing learning time for English course in secondary school; (3) increasing the students' role by observing, questioning, exploring, associating and communicating activity; (4) integrating ELT toward other subjects-

e.g. biology, math, science, etc.

English is very important in this global era. Crystal (2003:1) states that English is a global language. In my opinion, it seems awkward if the 2013 curriculum tries to reduce the proportion of ELT. This study focused on the case happened at secondary school especially at senior high school (SMA). The first case is reducing learning time from 4 x 45 minutes into 2 x 45 minutes. According to the *Standar Isi* of 2013 Curriculum (Anonymous, 2013), the compulsory time for English course in senior high school is just 2 x 45 minutes in a week. Here, the curriculum tries to integrate the English language into other courses—e.g. biology, math, science, etc. Nevertheless, in some senior high schools, particularly at SMA N 1 Seyegan, other teachers like Biology, Math, or Sociology teacher were not well-acquired in delivering material using English. These conditions were not met the expectation of the 2013 curriculum. If the time allocation for learning English is reduced and English is hard to be integrated against another subject, the students need to practice their English in the different setting,

such as extracurricular or private course.

The other problem such the complexity or the value of the given material is the same to the previous curriculum. The 2013 curriculum just provides 2 x 45 but the previous curriculum provides 4 x 45 minutes for SMA in a week. With such time allocation, the given materials is worried not be well-acquired. To learn a language, the students need to practice a lot either it is listening, speaking, reading, or writing. With just 90 minutes in a week, it is difficult to be fluent or even just able to have conversation in English. Therefore, to make it more relevant, creating another program such as English extracurricular is recommended.

One of the characteristic of the 2013 curriculum stated in *Standar Proses* of 2013 curriculum (Anonymous: 2013) is providing five steps in the learning activity: observing, questioning, exploring, associating and communicating. It means that the students must be more active than the teacher. In the 2013 Curriculum, the teacher is suggested to give simple instructions and

explanation. The students must build their own knowledge and help their friends. In other side, the students mostly have to learn and present the materials in a group. Some students who have low capability in English seem hard to implement the classroom setting of 2013 curriculum. Thus, it makes the enthusiasm of learning English down. One of the solutions proposed above that able to return their love, happiness and passion in learning English is providing English Extracurricular. It is because extracurricular is not as rigid as the regular class setting.

Based on my early observation which was conducted at SMA N 1 Seyegan in August 2014, there were just few students who were able to communicate using English. The classroom setting only emphasized on how to deal with worksheet/ book or how to do the test and especially the national examination. In this case, Daviews (2000:2) says that the real ELT is aimed to make the students able to communicate both inside and outside the classroom setting, not just dealing with the test. The students said that they need English extracurricular to improve their skills in using

English. By considering those conditions, it is released that English is better for extracurricular (tribune.com:2013).

In the early academic year, some extracurricular were offered, but it was not for English extracurricular. There are 3 reasons: 1) English extracurricular is not compulsory extracurricular like Scout; 2) there was no teacher who was able to guide that program; 3) there was no syllabus designed for English extracurricular.

Extracurricular is a program to accommodate the students' talents in the school. As stated in Ministry of Education and Culture Act number 62 year 2014, extracurricular is a curricular program that is done by the students out of learning hour of intra-curricular or co-curricular program, under the guidance and control of the school. However, to make extracurricular is not easy. There are many aspects that should be taken into considered. It will deal with how to plan, manage, fund the program, regenerate the organizer, evaluate, make fun learning, and get achievement as well. The basic problem in establishing English extracurricular is no guidance or plan

on how to run English extracurricular that appropriate for the students' needs and the current curriculum used.

Designing syllabus for English extracurricular will be the possible solution to cope the in-existence of English extracurricular in SMA N 1 Seyegan. Syllabus is a specification of a course of an instruction and list what will be taught and tested. Richard (2002:152). Having such instructions and list of materials will help the students and teacher to run the English extracurricular. In other hand, syllabus design is one aspect of curriculum development but is not identical with it (Richard:2002:2). It means that the syllabus for the English extracurricular will be better if it is in line with the 2013 Curriculum. Syllabus is a kind of educational document. Richard (2002:51) says that one of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Thus, besides accessing the 2013 curriculum, the syllabus for English extracurricular must be based on the needs analysis.

The researcher chose SMAN 1 Seyegan as the research setting

because he had ever conducted early observation at SMAN 1 Seyegan. He figure out some students had intention to learn English more. Besides, some students were also potential to get better achievement in joining English competition. Unfortunately, there was no English extracurricular which could accommodate their intention. By creating such syllabus, the researcher expects the students will get better achievement in the class and also in English competition. Later, the students will be able to communicate with foreigners fluently. Therefore, designing English extracurricular syllabus which is based on the 2013 Curriculum and needs analysis will be first purpose of this research. The second purpose is presenting the appropriateness of the designed syllabus.

METHODS

As this research study aimed at creating a new product which is called English extracurricular syllabus for SMA N 1 Seyegan, it was classified as Research and Development (R & D). According to Borg and Gall as cited in Sugiyono (2012:297) Research and

Development (R&D) is a method that is used for creating, developing or validating a certain educational and learning product.

In this study, the researcher designed the product based on the 2013 Curriculum and needs analysis. This research applied ADDIE research procedure in creating the designed product which stands for Analysis, Design, Development, Implementation, and Evaluation. The reason on why the researcher applied ADDIE procedure to create the syllabus because creating product using ADDIE process remained one of today's effective tools and it was merely a process that serves a guiding frame-work for complex situation. It is appropriate for developing educational products and other resources (Branch, 2009:2). Moreover, ADDIE used effective instructional designed focuses on performing authentic tasks, complex knowledge and genuine problem. Thus, effective instructional designed promotes high fidelity between learning environment and actual work setting (Branch, 2009:1).

According to Botturi (2003:13) Analysis phase contains of collecting information about students' needs,

school, learning context (location, facility, schedule, etc.) and activity which are expected. In this phase, there would be four kinds of instrumens (observation, documentation, questionnaire, and interview). First, the researcher observed the situation of the research setting. Second, analyzed the document of 2013 Curriculum. Third, the researcher used questionnaire 1 to collect the information about students' needs towards English extracurricular. Fourth, he interviewed English teacher and school principal to collect the information about the school's policies and learning context.

Designing phase is the early analysis about the content or materials that will be taught and its description to the sub-part that more detail, so the early syllabus will be made in this phase (Botturi, 2003:13). By analyzing the result of questionnaire, interview, and 2013 Curriculum, the researcher started to compile the topics, skills, the basic competence, time allocation, materials, learning activities and sources.

After designing the syllabus, the next step was developing the syllabus into the materials, learning

activities, assessments, worksheets, lesson plan, and teaching media. The materials, learning activities, and assessments were more detail than from the design step. It was because there were refining, perfecting, and completing activities in each steps. Then, Because of the limitation of the time, the researcher just developed two units of the syllabus to be implemented. The unit chosen was the representative of each semester or each purposes (class achievement or competition). Next, to support the lesson plan, he developed the materials into the handout, worksheet, and *pre-test post-test*. In addition, the researcher also developed the learning strategies to make the member of English extracurricular have fun and learn English well.

The implementation phase is implementing the product that has been developed. As stated above, the researcher implemented two units/topics in the designed syllabus

that had been developed into lesson plan, worksheet, pre-test and post-test and teaching media. In this phase, the researcher observed the running of the program in two cycles. The aim of the implementation phase was to know whether or not there was an improvement of using English for communication by using the product.

The last step of ADDIE model is evaluation. In this step, the researcher examined the appropriateness of the designed product by considering the result of the *pre-test and post-test* in each cycle, the result of observation during the implementation phase, and the result questionnaire 2. Further, the researcher would validate the product by conducting Focus Group Discussion (FGD), asking the experts' judgment and computing the test result. After the product was declared appropriate, thus the final product was claimed could be used at SMA N 1 Seyegan.

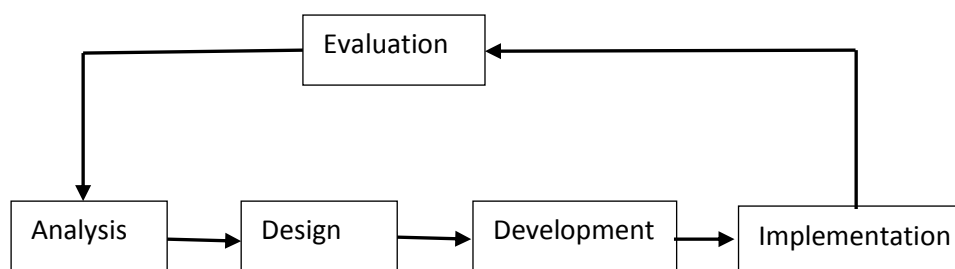


Figure 1. ADDIE model by Botturi (2003:13)

To analyze the data from the evaluation step, the researcher employed the likert scale for expert judgment and FGD and computation of the pre-test and post-test in every cycle. Likert scale indicated responses of series of statement based on five points of agreements below:

1= Strongly Disagree,

2= Disagree,

3= Undecided,

4= Agree,

5= Strongly Agree

The researcher presented the result of questionnaire 2 for the syllabus design evaluation as follows:

Table 1. The description of the result of questionnaire 2

No	Statement	Point of Agreement					Central Tendency	
		1	2	3	4	5	N	Mean

The formula to calculate the mean is stated as follows:

$$M = \frac{\sum x}{N}$$

where,

M = the mean

$\sum x$ = the sum of the score

N = the number of the research participant

The way to compare the test result must be based on standard computation of test. The most used formulas that is used in ELT and R&D are mean difference.

Mean different is a name of the formula to distinct or compare the differences test result between the pre-test and post-test. The formula is shown below:

$$M_x = \frac{\sum x}{n}$$

$$M_y = \frac{\sum y}{n}$$

where,

M_x = the mean of pre-test

$\sum x$ = the total score of pre-test

n = the number of the research participants

M_y = the mean of post-test

$\sum y$ = the total score of the post-test

FINDINGS AND DISCUSSIONS

From the data of observation, interview, and questionnaire above, the researcher concluded that the needs of the learners in term of necessity, lack, and wants are explained as follow.

Necessity : The students of SMA N1

Seyegan in general needed more time in learning and practicing English, they also needed preparation for the English competition. Thus, basically SMAN 1 Seyegan needs a program to accomodate the necessity.

Lack : SMA N 1 Seyegan did not provide additional time and program for learning and practicing English and also preparing for joining English competition. Moreover SMAN 1 Seyegan did not have a guidance to conduct such program.

Want : SMA N 1 Seyegan needed English extracurricular syllabus as the basic of teaching and learning process of the program to accomodate the students in learning and practicing their English and also preparing for the English competition.

Based on the needs analysis above, the researcher then constitutes the basic competencies for English extracurricular in SMA N 1 Seyegan. To constitute the basic competencies, the researcher considered the topics found in the needs survey, the existing time, and skills that would be integrated for each topic. Then, by considering those aspects, the researcher formulated 21 units in 32 meetings.

The allocation of time for every meeting is 90 minutes. Further, for each discussion, it has different time allocation portion based on the scope of the materials. For the detail information about the first draft of designing syllabus could be seen in the table 2.

The Focus Group Discussion Statement

In this study, the researcher assigned 3 people. There were two teachers and one chosen student of SMA N 1 Seyegan in the Focus Group Discussion (FGD). The first teacher was from English teacher, and the second one was from the principal of SMA N 1 Seyegan in the Focus Group Discussion (FGD). The first teacher

Table 2. The first draft of understudiedsyllabus

No	Topics	Skills	Time
1	Introduction	Listening, and writing	1 x 90 min
2	Meeting, Greeting, and Parting	Listening, speaking, reading	1 x 90 min
3	Self-Introduction	Speaking and writing	1 x 90 min
4	Complimenting, thanking, & congratulating	Speaking and writing	3 x 90 min
5	Showing care	Reading and speaking	1 x 90 min
6	Past time	Reading, speaking, writing	2 x 90 min
7	Descriptive text	Reading, listening, writing	2 x 90 min
8	Announcement text	Reading and writing	1 x 90 min
9	Introduction to public speaking	Listening and reading	1 x 90 min
10	Speech	Reading and speaking	2 x 90 min
11	Storytelling	Reading and speaking	2 x 90 min
12	Semester 1 exam	Listening, reading, writing	1 x 90 min
13	Introducing Indonesian Cultures	Reading and writing	2 x 90 min
14	Introducing Foreign Cultures	reading, speaking, writing	3 x 90 min
15	Introduction to study abroad	Listening , reading	1 x 90 min
16	Writing a letter and e-mail	Reading, writing	1 x 90 min
17	Introduction to English Debate	Listening, reading	1 x 90 min
18	Australasian debate style	Listening, speaking	2 x 90 min
19	British debate style	Listening, speaking	2 x 90 min
20	Vacation and tourist hunting	Listening, speaking, writing	1 x 90 min
21	Semester 2 exam	Listening, reading, writing	1 x 90 min
Total			32 x 90 min

was from English teacher, and the second one was from the principal of SMA N 1 Seyegan. The research assigned them in the research process because they knew more about the condition of the school, and the students' needs. They also would consider whether or not the designed syllabus was appropriate to the 2013

Curriculum and needs analysis. The researcher interviewed and distributed questionnaire 2 to the English teacher, school principal, and the chosen student. FGD was conducted to measure the appropriateness of the syllabus with the needs and the standard format.

It can be seen that the total

mean of the questionnaire 2 result is 43,86 or 87,72%. Infact, the maximum total of mean should be 50. It can be concluded that the designed syllabus is almost perfect based on the FGD. It can be said that the designed syllabus is appropriate for the standardized syllabus format, 2013 Curriculum, competition needs (speech, storytelling, and debate), and students' needs.

The Result of Cycles

As the researcher had discussed the implementation step before, he gave pre-test, treatment, and post-test in every cycle. In this section, he would discuss the result of mean difference between pre-test and post-test in each cycle.

a. Computation between the two means in pre-test and post-test

After getting all the scores of pre-test and post-test, the computation was made. The computation between two means score was to find out the significant differences between pre-test and post-test conducted in cycle 1 and 2. The following formula was used to compute the means:

$$M_x = \frac{\sum x}{n} \quad M_y = \frac{\sum y}{n}$$

where,

M_x = the mean of pre-test

$\sum x$ = the total score of pre-test

n = the number of the research participants

M_y = the mean of post-test

$\sum y$ = the total score of the post-test

The calculations were as follows:

1) Cycle 1

The mean score of pre-test 1

$$M_x = \frac{\sum x}{n} = \frac{486}{15} = 32,40$$

The mean score of pre-test was 32,40

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{1142}{15} = 76,13$$

The mean score of post-test was 76,13

2) Cycle 2

The mean score of pre-test 1

$$M_x = \frac{\sum x}{n} = \frac{605}{15} = 40,33$$

The mean score of pre-test was 40,33

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{1070}{15} = 71,33$$

The mean score of post-test was 71,33

From the computation of the data in cycle 1 and cycle 2, it could be stated that there were a significant differences between mean of pre-test 1 and post-test 1 in cycle 1. Then, there were also significant differences between mean of pre-test 2 and post-test 2. Both of them showed the significant improvement with 102,7% average of cycle 1 and cycle 2. It could be concluded that the understudied syllabus was appropriate for the learners. Here is the chart showing the data of the mean pre-test and post-test in cycle 1 and cycle 2.

Expert's Judgment

Based on the expert judgment statement, the expert said that the designed syllabus was considered matched with the theory of Syllabus Design by Richard, J.C. (2002), ADDIE model by Branch, R. Maribe (2009), the 2013 Curriculum, and the needs analysis of English extracurricular members in SMA N 1 Seyegan. In this study, the expert's judgment refers to the following terms: 1) the syllabus had matched with the characteristic of 2013 Curriculum; 2) the theory had fulfilled the needs analysis; 3) the result of

treatments or cyclical implementation using handout and worksheet shows learning improvement.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings as written above, it can be concluded as follows. First, the English extracurricular with 2013 Curriculum based syllabus was considered acceptable to be used in the research setting. The acceptability can be seen from (a) an expert Applied Linguistics English Language Teaching's judgment to evaluate whether or not the syllabus designed has been matched with the theory of Needs Analysis, the 2013 Curriculum and syllabus design. The expert's judgment stated that the designed syllabus is appropriate for the 2013 Curriculum, needs analysis, and theory of syllabus design; (b) the Focus Group Discussion from English teacher and school principal of SMA N 1 Seyegan that stated the designed syllabus was recommended to be used in the research setting; (3) the researcher also implemented the

designed syllabus by conducting pre-test and post-test. The mean difference between pre-test and post-test in cycle 1 and 2 showed that there was improvement by using the designed syllabus.

Suggestions

Based on the conclusion above, the researcher proposes some suggestions which may be useful for the teachers, students, and other relevant researchers. The English teachers can use the syllabus as the basic of teaching and learning process of English extracurricular in SMA N 1 Seyegan. Hopefully the teacher will develop the syllabus and materials and thus, it will be more appropriate for the current curriculum and learning needs. This syllabus consists of some materials for English class and preparation for English contest. Hopefully, by using the syllabus as the basic teaching and learning for English extracurricular in SMA N 1 Seyegan, the students will get higher achievement in the class and win such English competition. Here, by using the designed syllabus, the organizers of English extracurricular can run the program even if the mentor or the

teacher cannot come to supervise the program. The further researcher can develop the syllabus into English extracurricular module and or media. The English extracurricular in SMAN 1 Seyegan will be better if it has the module and media to support the students' achievement. The module and the media will also make the learning process become more efficient. It is because the students will not spend much time to write the learning materials. They can focus on reading and practicing the material. Hopefully, this study could be a good reference for the relevant study.

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